

BEFORE THE
CALIFORNIA BUREAU OF STATE AUDITS (BSA)

In the matter of

Citizens Redistricting Commission (CRC)
Applicant Review Panel (ARP) Public Meeting

555 Capitol Mall, Suite 300
Sacramento, CA 95814

WEDNESDAY, August 11, 2010
9:15 A.M.

Reported by:
Peter Petty

APPEARANCES

Members Present

Nasir Ahmadi, Chair

Mary Camacho, Vice Chair

Kerri Spano, Panel Member

Staff Present

Stephanie Ramirez-Ridgeway, Panel Counsel

Diane Hamel, Executive Secretary

Candidates

Lillian Judd

William Giles Hamm

Xandra R. Kayden

Orrin Douglas Banta

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P R O C E E D I N G S

AUGUST 11, 2010 9:15 A.M.

MS. RAMIREZ-RIDGEWAY: It is 9:15. As you will recall, we have four applicants today, our 1:00, Maria Blanco, is ill and will not be able to attend today. We are going to attempt to reschedule her for some time in September, and we do have with us this morning Lillian Judd. Good morning, Ms. Judd. Are you ready to begin?

MS. JUDD: I am. Thank you.

MS. RAMIREZ-RIDGEWAY: Secretary, please start the clock. What specific skills do you believe a good Commissioner should possess? Of those skills, which do you possess? Which do you not possess? And how will you compensate for it? Is there anything in your life that would prohibit or impair your ability to perform all of the duties of a Commissioner?

MS. JUDD: When I think about the skills that a Commissioner will need, of course, I have to think about the Commission's mandate, and that is to gather and analyze the new Census data, and listen carefully to the public input before and after the drafting of the plan, and then to draft the plans for the Assembly, the Senate, and the State Board of Equalization. And those plans, those draft plans, have to meet legal standards, they have to demonstrate the integrity of the process, and they have

1 to instill public confidence, and they have to ensure
2 equal access, equal electoral opportunity; that's a big
3 mandate. So, the skills that I think a Commissioner will
4 need are project management skills, communication skills,
5 community development and building skills, and, of course,
6 the redistricting skills. The project management skills
7 I'm talking about are scheduling and budgeting and
8 trouble-shooting and documentation and reporting. They
9 have to be able to - Commissioners have to be able to hit
10 the ground running and create a scope of work, identify
11 hires and staff, identify their training needs, and then
12 start right in developing the critical path, the essential
13 elements that take the longest or might be most complex.
14 For instance, the four clearance counties - Monterey,
15 Merced, Kings, and Yuba; all of those, any changes to
16 those districts have to be approved by the Department of
17 Justice, so that is something you can put at the beginning
18 of the process and make sure that you left plenty of time
19 for that. The communications skills that the
20 Commissioners will need are oral and written
21 communication, collaboration, critical thinking skills,
22 the community skills they need are meeting facilitation,
23 partnership building, outreach and education. The
24 redistricting skills are very specific, the ability to
25 gather and analyze data, to identify communities of

1 interest, and to manage a process to meet the legal
2 standards of the Commission. I have to say that I have
3 all of the project management skills a Commissioner would
4 need. I have been managing projects for more than four
5 decades. I just retired. I have done tons of budgeting
6 and scheduling and developing scopes of work and taking
7 projects and treating them like puzzles, and taking them
8 apart and putting them back together, working backwards
9 from the deadlines and creating the tools and the systems
10 and the structures and the processes and the internal
11 controls that you need to manage to implement and manage
12 project successfully. The skills that I would like more
13 training on, I've worked for years on the Brown Act, and
14 I've read the Bagley-Keene Open Meeting Act, and I would
15 like more specific training on that probably before the
16 first Commission meeting so that, from the first meeting
17 on, we are in full compliance with the law. Secondly,
18 I've had limited hands-on experience with GIS mapping, so
19 what I did, as soon as I read this Notice in December, was
20 started doing my homework. I went and did some research
21 and found the Annenberg Foundation, *Redistricting Game*,
22 and it's named "Game," but it is a very very serious
23 exercise, and I have been practicing it for months, and it
24 is complex, it is challenging, and for the most part, I
25 learned some just awful Gerrymandering practices, the kind

1 I would watch for in a void like cracking, stacking, and
2 packing, some just terrible practices that undermine
3 minority voting rights. Let me just check where I am in
4 terms of the questions. So, I have been compensating, I'm
5 a good student, and I've been out doing a ton of research
6 on the Voting Rights Act, especially Sections 2 and 5
7 about safeguarding minority rights. I've read
8 California's Redistricting History, I read everything on
9 the Website. I have done a lot of research and, in fact,
10 I've been trying to do as much research as I can on the
11 nine states that have already introduced some form of a
12 Commission or are considering it, and I'm looking for
13 processes and forms, tools, I'm also looking for best
14 practices and lessons learned. There's not a lot out
15 there, but I would continue to dig that way, so I've been
16 doing my homework right along because I know this will be
17 a learning process for all the Commissioners. I don't
18 believe there's anything that's going to keep me from
19 serving on this Commission.

20 MS. RAMIREZ-RIDGEWAY: Describe a circumstance
21 from your personal experience where you had to work with
22 others to resolve a conflict or difference of opinion.
23 Please describe the issue, and explain your role in
24 addressing and resolving the conflict. If you are
25 selected to serve on the Citizens Redistricting

1 Commission, tell us how you would resolve conflicts that
2 may arise among the Commissioners.

3 MS. JUDD: I just spent 20 years in many many of
4 our county's major systems of care and networks, and five
5 years in statewide committees, so conflict was something
6 we lived with. I'll tell you about one, in particular.
7 In 1999, the local bank needed to do a community needs
8 assessment, so they reached out for community partners who
9 had done that kind of thing, and I was a natural partner
10 because I had done a countywide assessment every year.
11 So, it was great, the idea of collaboration and pulling
12 our resources, and then, actually producing a data book
13 that we would use as the basis for a lot of funding
14 decisions in the county, that we would all be speaking
15 from the same data. I joined the committee, it is called
16 Action for Healthy Communities, and after the first book
17 was produced, I was proud of the product, but my concern
18 was that it focused a little too much on what I considered
19 quality of life, rather than the basic needs which I
20 needed to be in a data book that local funders would read.
21 So, what I did, instead of grouching and whining from the
22 sidelines, I joined the steering committee and spent the
23 next decade strengthening the process, and we worked
24 through our issues collaboratively and, one other thing, I
25 was involved in the strategic planning, I contributed

1 secondary data, I edited documents, I participated in the
2 community presentations. And one of the things I feel
3 best about is that I wanted to be able to ensure that
4 difficult to reach populations were also heard in this
5 study, so I coordinated with the 19 social service
6 programs who were my partners in the community, to make
7 sure that a voice was given for the homeless, for
8 monolingual Spanish, and for homebound dependent Seniors.
9 And that survey has - we did 600 surveys to complement the
10 500 random telephone surveys, and that survey of the
11 voiceless has enriched that tool tremendously, so I feel
12 awfully good about that. And, again, in this process, by
13 getting into the steering committee and rolling up my
14 sleeves, and knowing the dust would settle, we
15 collaborated and negotiated our way through any of the
16 conflicts. If I'm selected to serve on the Commission,
17 how would I resolve conflicts that may arise? The first
18 thing I would do is check my own behavior first. Am I
19 listening attentively? Am I being respectful of input?
20 Am I keeping an open mind? Am I valuing all perspectives?
21 Am I meeting the legal standards? And if I find myself
22 not wanting, and I believe it is the group dynamic, then I
23 would try to use some of my facilitative leadership skills
24 to open the discussion, narrow it to those things which
25 were the points of difference, and then kind of bring

1 closure so that we had some skills to help us reach it so
2 that we didn't automatically say, "Send us a mediator."
3 We have to learn to work out our own issues because the
4 Commissioners are the ones who will be responsible for the
5 product and the process.

6 MS. RAMIREZ-RIDGEWAY: How will the Commission's
7 work impact the state? Which of these impacts will
8 improve the state the most? Is there any potential for
9 the Commission's work to harm the state? And if so, in
10 what ways?

11 MS. JUDD: The impacts are huge. A successful
12 process is going to adjust the district boundaries to
13 reflect the population changes, and therefore hopefully
14 ensure equal electoral access, especially ensuring that
15 communities of interest have been identified, their issues
16 have been heard, and that their input has been taken into
17 consideration. Anything we - and, above all, it's about
18 minority rights being safeguarded so that we have equal
19 access to the process. Anything we do that can decrease
20 the negative aspects of years and years of Gerrymandering
21 will be an improvement, and if we decrease those negative
22 impacts, we're going to increase the integrity of the
23 districts, we're going to increase public confidence in
24 the process; hopefully, we're going to increase voter
25 turn-out and we're going to increase the minority

1 applicant candidate pool, the diversity in the applicant
2 pool. And ultimately, I think that we will bring more
3 diverse perspectives to the development of public policy
4 in the Legislature and at the State Board of Equalization,
5 and what is most important to me is more accountability to
6 the communities of interest. The absolute worst case
7 scenario is that we develop just another version of a
8 gerrymandered project, with districts that protect
9 incumbents and disenfranchise or marginalize minority
10 voters. If this process is not transparent, inclusive,
11 responsive to public input, and legally defensible, we not
12 only will have let down the public interest, we will have
13 squandered this amazing opportunity that may not come
14 again easily. I believe I have answered that for the
15 moment. Let me wet my lips.

16 MS. RAMIREZ-RIDGEWAY: Describe a situation where
17 you have had to work as part of a group to achieve a
18 common goal. Tell us about the goal; describe your role
19 within the group. And tell us how the group worked or did
20 not work collaboratively to achieve this goal. If you are
21 selected to serve on the Citizens Redistricting
22 Commission, tell us what you would do to foster
23 collaboration among the Commissioners, and ensure the
24 Commission meets its legal deadlines.

25 MS. JUDD: Unless I mentioned earlier, I sat on

1 major systems of care and collaborations, and coalitions,
2 and consortiums for years, so the one I'll bring up is an
3 example this morning because of the time constraints. I
4 was in the Homeless Services System of Care for more than
5 10 years. I was part of the Homeless Services
6 Coordinating Council, which looked at the needs of the
7 homeless, developed new programs, mentored new service
8 providers, developed new resources, developed the first
9 ever countywide homeless enumeration, brought in the
10 resources, and did the work of developing the 10-year plan
11 to end homelessness. While I was part of that
12 Coordinating Council, I helped develop the Supportive
13 Housing Consortium which was about 20-25 agencies that
14 focused on developing new units of affordable housing for
15 special needs populations. I was on the steering
16 committee of that for 10 years. One of our major
17 accomplishments in that group was we brought in tons of
18 money for 10 of these rental systems and to get low income
19 people, especially the homeless, into housing. But we
20 also created for our county the Housing Trust Fund, so
21 that we had that additional financial mechanism to partner
22 in the community, to expand the resource space to develop
23 housing, which is such a high ticket item.

24 If I was selected, how would I foster
25 collaboration? Well, I think the initial working together

1 as a Commissioner start-up in the first few months,
2 they're going to have training together. We're going to
3 have to be developing scopes of work and critical paths,
4 and we're going to have to be developing structure and
5 protocols and controls, and tools to help us do the job.
6 I think all of that is going to give us a chance to bond,
7 to foster trust, and candor, to foster humor, and, in
8 critical thinking, we will get to know each other's
9 interests and experiences, and our leadership styles, and
10 I think, especially if we develop a committee structure
11 where people are working together on particular things,
12 and then reporting back to the Commission on the whole,
13 that we'll have lots of chances to get to know each other
14 and to work together and to iron out the wrinkles.

15 And in terms of how I would ensure that the
16 Commission met its legal deadlines, I'm a big one on
17 structure, planning, monitoring, so, for instance, if you
18 have the structure to conduct not just the entire project,
19 but the very specific legal processes, then we are going
20 to be in better shape. And we need training, and each
21 time we are trained on a particular legal mandate, then we
22 should also develop a few tools to make sure that, as we
23 embark on that process, we're checking off that checklist
24 every time; this is what we do for every Commission
25 meeting, this is what we do for every public meeting, this

1 is what we do about different things, so, again, we have
2 the tools to help audit our behavior and monitor the well-
3 being of the project. So it's about structuring and
4 training and planning and monitoring as far as I'm
5 concerned and, again, having that structure is going to
6 buoy the Commissioners through the hard times, or through
7 the difficult times -

8 MS. HAMEL: Five minutes.

9 MS. JUDD: -- and I think we'll bond around that
10 commitment.

11 MS. RAMIREZ-RIDGEWAY: A considerable amount of
12 the Commission's work will involve meeting with people
13 from all over California who come from very different
14 backgrounds and very different perspectives. If you were
15 selected to serve on the Commission, tell us about the
16 specific skills you possess that will make you effective
17 in interacting with the public.

18 MS. JUDD: Well, I have done community meetings
19 for 15 years, at least. I've been to hundreds of public
20 meetings in my work with collaborations, I've participated
21 in scores of meetings, and I've hosted dozens and dozens
22 of meetings. So some of the skills I bring to it, I've
23 been trained in facilitative leadership to manage
24 effective meetings. I was a national - I'm drawing a
25 blank on the NIF - National Issues Forum Facilitator and

1 Moderator. And I went out into the public to involve the
2 public more in the development of public policy, so we
3 hosted meetings all over the county for a couple of years,
4 it was a fabulous process. I've been to about a million
5 meetings, and I worked in Community Action for almost 14
6 years, and Community Action is all about involving
7 participants in the broader life of the community so that
8 they will be more stable and more connected to the
9 community in many ways beyond the services they need at
10 any given moment. And what we did with our participants
11 was help them learn how to gain a seat at the table so
12 their voices would be heard. And, you know, sometimes in
13 the nonprofits, we say, if you don't have a seat at the
14 table, you're likely to be on the menu. And we took that
15 very very seriously to make sure that we - I'm sorry if
16 this sounds corny, but we were the voice for the
17 voiceless. We were the eyes and ears of the community.
18 We worked with the least, the lost, and the last, and we
19 took that very seriously. I mean, my heart sings when I
20 even say those words because I'm a poor kid who was shut
21 out so often as a child, that to me it's all about just
22 give me a chance to express my opinion. So I feel very
23 very close to the public process, I've always enjoyed it,
24 and my personal goals for those meetings is that they are
25 inclusive, and welcoming, and they are accommodating, they

1 are scheduled at convenient times and locations, they are
2 culturally competent, they are handicapped accessible,
3 they are respectful of the participation of the audience,
4 so those are my own personal goals and, especially in
5 something like cultural competence, one of my
6 granddaughters was in an elementary school where they
7 spoke 38 languages. I am actually going to be very
8 curious to see how the Commission can handle that kind of
9 an open meeting process and make sure that everyone can
10 hear the meeting and understand the meeting and
11 participate in the meeting.

12 And in terms of the specific skills, I bring huge
13 commitment, I bring a lifelong commitment to community
14 meetings, and it's not about having my way, or having my
15 agenda, it's about having an opinion and the opinion
16 heard, and feeling that I'm contributing to the Democratic
17 process of developing common themes and common ideas and
18 public policy that works for everyone.

19 MS. RAMIREZ-RIDGEWAY: That concludes our standard
20 questions. Mr. Ahmadi, would you like to begin your 20-
21 minutes?

22 CHAIR. AHMADI: Yes, thank you. Good morning, Ms.
23 Judd.

24 MS. JUDD: Good morning.

25 CHAIR AHMADI: Did I pronounce it correctly, Judd?

1 MS. JUDD: Correct.

2 CHAIR AHMADI: Thank you. You have a wonderful
3 history of community service as you explain now and also I
4 can see it on your application.

5 MS. JUDD: Thank you.

6 CHAIR AHMADI: And that's great. And I'm sure
7 that you understand the value of that, should you be
8 selected on the Commission. You already have the
9 experience and the know-how. But I'm also a little not -
10 just curious to know - is there any particular focus or
11 priority that you may have as a member of the Commission
12 because of your experience working with the communities?
13 And what would that be?

14 MS. JUDD: Well, I've worked with a lot of groups
15 where, both through my agency's programs, and through
16 other community partnerships and, for instance, when I
17 would do my community needs assessment, one important part
18 of that was that I would go and talk to service providers,
19 participants receiving services, so I would go out in a
20 season of doing my community assessment and I might talk
21 to three to 600 people, and I would go to food banks and
22 DSS offices in our program parent meetings, I would go
23 where people would gather to get a free lunch, I would go
24 to the homeless shelter and the homeless stay center, and
25 I would wear my agency t-shirt and I would go and sit down

1 next to someone that I'd point to the logo, and first I'd
2 say, "Good morning. How are you? I'm Lillian from this
3 agency and I wonder if you'd mind talking to me. I'm
4 writing a report to the Governor on some of the things
5 county residents are struggling with and I wonder if you
6 would share with me." And I found that everybody
7 struggles with something, so it crosses all kinds of
8 lines. And then I would listen and I am actually quite a
9 good stenographer, I've learned over the years, I'm
10 married to a Journalist, and I learned to take notes
11 pretty fast, and I pride myself on not letting my biases,
12 my opinions, my assumptions, come into what I'm saying. I
13 take very good notes, and then I use that person's voice
14 to direct me and guide me, so I think that I do have some
15 very very rich experiences around community meetings. I
16 was also a grant writer for 14 years and I've taken
17 requests for proposals that were 168-pages long,
18 absolutely filled with detail, and often inconsistencies,
19 and I had to take every single word and direction in that
20 and make sense of that, and still make my case and hope
21 that I was going to be able to convince them that my
22 program was a good return on their investment. And I've
23 done position papers and White Papers, and proposals, so I
24 have a wide range of skills, and that did answer your
25 question, or do you feel like you need to restate it? Did

1 I miss something?

2 CHAIR AHMADI: I think you're on the right track,
3 I just need to know if you have any specific or particular
4 focus based on all this experience, should you be selected
5 for the Commission, what segment of the population you may
6 be focusing on more. Or do you have such a specific
7 focus?

8 MS. JUDD: Actually, no, I don't. I believe
9 Democracy is of the people, for the people, and by the
10 people, and I want to involve everyone, so though I've had
11 some specific experience working with low income
12 populations, I want to hear from everyone because an
13 upscale - a senior has problems regardless of their
14 income, a poor senior might have more problems, more
15 critical problems, more immediate problems, but everybody
16 has an opinion about things, and I think everyone needs to
17 be heard. I know the communities of interest are going to
18 be very challenging to identify, we have to come up with
19 our own description, and I've been looking at what other
20 states have been doing, so communities of interest, to me,
21 are again about that protection of minority rights and
22 equal access, but I want to hear from everyone. And I
23 think it's important for me not to be looking at
24 categories or target populations, or having a specific
25 focus, I want to focus on the Commission's mandate, which

1 is to listen to everyone's concerns, and then decide which
2 ones are relevant to the deadlines and priorities and
3 facts and figures and legal standards that we have to
4 meet. And that they are legally defensible.

5 CHAIR AHMADI: Thank you. Thank you so much. You
6 mentioned in your response to one of the standard
7 questions about your activities or involvement with the
8 homeless services care. How would that experience help
9 you, when you are working on identifying communities of
10 interest as part of your responsibility on the Commission,
11 any ideas about how to identify and make that part of your
12 focus?

13 MS. JUDD: Absolutely. In fact, one of the
14 products that I generated from my agency for 14 years was
15 called Community Action Agency. I looked countywide at
16 the low income communities, I looked at their needs and
17 their unmet needs, and the services available to meet
18 them, the kinds of programs that we might have, I looked
19 at things like income and housing and employment, and
20 looked at low income people in there, and so I would say
21 one of the initial projects of the group before the Census
22 data even comes out at the end of March, is to collect the
23 Community Action Plans from each of the counties, collect
24 the consolidated plan from each of the counties, because
25 that has fabulous information about income and housing and

1 small communities that are struggling with different
2 things, so I can see tools like that. I would also look
3 at - you had some great outreach and public education
4 partners to advertise this process, I would be using that
5 period of time in every county to developing the contacts
6 for the community partners that we would want to work with
7 to get the word out about the meetings and to bring
8 communities of interest to the meetings. So, I would be
9 looking at those kinds of structural things and gathering
10 things, and of course we would probably start with the
11 existing maps, and I would try and find some of the
12 underlying testimony, although I know the Legislature
13 didn't have to do that, there's got to be some
14 information around the 2000 redistricting that might be of
15 value, so I would be collecting and analyzing as much of
16 that information to get a sense of a community profile,
17 and that's how you know where your meetings should be
18 held, that's how you know where your partnerships will
19 work to get the word out and to bring people to meetings,
20 and then I think you have to look at the gaps in that and
21 what you're going to do, and I'm thinking we would be
22 going out quite a bit. But consolidated plan for the
23 county, the community action plan from the county's
24 community action agency, will certainly help us identify
25 because it's their job to begin to identify communities of

1 interest. They don't call it that, but it's the same
2 thing.

3 CHAIR AHMADI: Thank you so much. Again, in
4 response to one of the standard questions, you mentioned
5 you conducted surveys. Will you tell us about some of the
6 pros and cons of using that tool as part of your
7 Commission work? Maybe, perhaps for the purpose of
8 identifying communities of service. What could be some of
9 the pros and cons in using that technique?

10 MS. JUDD: Well, I think I did some community
11 assessments and I also used contractors to do some actual
12 surveys, random telephone surveys and things like that.
13 But I think probably what the Commissioners are going to
14 want to do is - let me just pause for a second - may I ask
15 you to repeat that, please?

16 CHAIR AHMADI: In response to one of your standard
17 questions, you mentioned that you have used or you have
18 been - your experience in conducting surveys to get the
19 information that you need, I was wondering if you can
20 share with us your thoughts about using that technique for
21 the Commission's work, or as part of the Commission's
22 work, and what could be some of the pros and cons in using
23 that technique?

24 MS. JUDD: Okay, rather than conducting surveys,
25 because I'm already thinking the Commission is going to be

1 an expensive process and that is what one of the ballot
2 measures is about in November, and there are so many
3 things that are out there already, in many many counties,
4 and San Luis Obispo County is only a quarter of a million
5 people, but there are economic forecasts in each of the
6 seven cities, there's an economic forecast about the
7 county, so I would again collect all that existing
8 secondary data and start to analyze it, and then looking
9 for gaps in information relevance to the process, and then
10 I might - I would keep in mind the important things having
11 good data to make good decisions that can stand the legal
12 task and accomplish what we want, so if there were gaps in
13 the information, I would consider using a survey tool, or
14 a survey process. But, again, I would be working with
15 partners and looking for the things they already produce
16 like economic vitality reports and community action
17 reports. The Department of Social Services, I
18 participated in welfare reform, I participated in the
19 reform of the child welfare services, and they have so
20 much rich data. The California Department of Finance is
21 so rich in data, I'm kind of thinking we would start first
22 by doing all our homework and leg work of collecting
23 volumes of secondary data - and I'm not a data wonk, but I
24 use data and I have the biceps to show for it, you know,
25 lifting tons of data, and yet data and surveys are not all

1 they are, because they're never complete, and you know as
2 well as anyone that you can choke data until it confesses,
3 you can make it say whatever you want it to say, so that
4 to me is something that would complement the more direct
5 of going and talking to real people where they are about
6 their real issues. But, again, surveying is a tool, there
7 are pros and cons to it, it's an expensive process if you
8 work with a vendor, and it's not the richest source, and
9 it's not necessarily the source closest to -- even random
10 telephone calls, when we started the random telephone
11 calls for the Action for Healthy Communities, there were
12 no cell phones, or there was not a mass use of cell
13 phones, so the homeless weren't carrying cell phones, and
14 so only by going out and talking to the homeless, and only
15 by going out and talking to monolingual Spanish people who
16 might have a phone, might answer the phone, but they
17 weren't necessarily going to disclose real information to
18 people with whom they had no trust or rapport. So I don't
19 think there's anything like the eye to eye or voice to
20 voice of talking to real people, and that's a lot of
21 ground to cover, and then tests that logic of what you
22 have heard from real people against the secondary data of
23 the reports and the surveys.

24 CHAIR AHMADI: Thank you. So let me just ask a
25 hypothetical question based on what I just heard from you.

1 If I understood correctly, you're saying that initially
2 you will be focusing on what is available in terms of data
3 and information from any entity within the state, for
4 example, counties. Let's say that you are using data that
5 the counties have, or the cities have, and based on that
6 data you make a decision as to what are the gaps and where
7 to focus to gain - or gather more information. Let's say
8 a group of people doesn't like that approach and they are
9 complaining about that, for example. How would you
10 approach resolving that?

11 MS. JUDD: Oh, I would ask for their suggestions
12 for a better idea. I am a big person protesting the logic
13 of something, so if I was looking at gaps in data, or I
14 thought I had complete data and it was pointed out to me
15 that I had gaps in data, first of all, I would have tested
16 the logic myself, because I'm a puzzle worker, and
17 hopefully I have a box lid to look at, hopefully I can
18 create the frame and start to see the yellow pieces are
19 either the sun or the sunflower, and I work puzzles back
20 and forth and back and forth, so the puzzle has to be
21 complete, and if there are missing pieces, after 45 years
22 of working puzzles, I can see missing pieces. But I would
23 also, and, again, I'm talking about doing these initial
24 steps of gathering everything that exists before we have
25 the new Census data to work with, so we would look at the

1 Census community surveys and all of the information that
2 might be only two or three-years-old. We would be looking
3 at the 2000 Census data and looking at where some of the
4 population shifts have been, so we would not be working in
5 a vacuum, but I would definitely, as we started this
6 process, I would involve community partners and try and
7 hope for a very rich relationship all the way along, so
8 that they would help test the logic, and especially
9 community partners who have very strong agendas and have
10 their own perspective on things you want them to be
11 involved because you want to see if there's some way that
12 you can use that information, and not to placate them, not
13 to bend to their will, but because it has to be an
14 inclusive process. And if we haven't included everyone,
15 it is not an inclusive process.

16 CHAIR AHMADI: Thank you so much. How much do I
17 have left?

18 MS. HAMEL: Five minutes.

19 CHAIR AHMADI: Thank you. I have two more
20 questions. The first one is, I am just going to read it
21 to you so that I can make sure that I get it correct. How
22 would you balance the Commission's discretion and latitude
23 vs. rules, laws, regulations and redistricting
24 regulations, should you be assigned as a Commissioner?

25 MS. JUDD: Well, I would start with the law

1 because that's what we're going to be held to. It has to
2 meet the legal standards first and foremost, so I would
3 want training on the law, I would want a clear
4 understanding of the law, again, as much as possible I
5 would want to then create tools that were checklists that
6 we are following the law, we Notice the meetings properly,
7 have we done this, have we done that? And discretion is
8 great, but discretion is not an excuse to deviate from the
9 purpose, it is not an excuse to reinterpret the law, and
10 so discretion is where - it would come into play, I think,
11 when the law is vague, or when, for instance, identifying
12 communities of interest, we don't quite know how that's
13 supposed to be done because there's no clear definition on
14 it. So, discretion comes in to support meeting the legal
15 standards and to do the common sense check, to say, "Have
16 I left anything out here?" Or, "Shall we try this for a
17 while?" But it is the law that we will follow because it
18 will probably be tested in the courts and has to be
19 legally defensible, first and foremost.

20 CHAIR AHMADI: Okay, thank you so much. The last
21 question I wanted to ask is, in your mind, how should the
22 Commission go about redrawing -- deciding where the start
23 redrawing the lines? Why?

24 MS. JUDD: Okay. Well, as I said, I think that
25 I've worked with the critical path method, and it was

1 developed in the 1970s, it was a scheduling process
2 developed in the 1970s to build the Titan Missiles, where
3 they had thousands of parts and hundreds of contractors,
4 and dozens and dozens of legal deadlines, so you look at
5 not just the activities and their timelines and their
6 sequence and their duration, you look at the critical path
7 is that which, if you don't do it in a timely manner, it
8 will keep you from meeting your goals, so I think that the
9 first thing we would have to look at is to clearly
10 understand our obligations about the fore clearance count
11 as you have been moderating things and were said, so that,
12 if they have to be cleared by the Department of Justice,
13 we probably need to work on those districts first. And I
14 was trying to think after I had read a little bit, how do
15 you actually begin this? How do you tackle it? Well,
16 then I read a little bit more and I read about nesting,
17 and then answered my question: you start with those 80
18 Assembly Districts, and theoretically in nesting, if you
19 have done them properly, too, the Assembly Districts will
20 fit into each Senate of the 40 Senate Districts, and if
21 you do that properly, 10 Senate Districts will fit into
22 each of the four Board of Equalization Districts, so it's
23 already kind of clear what you start with, and then
24 hopefully you have prevented yourself from just taking a
25 shotgun approach to it, so I would definitely, in addition

1 to developing a scope of work, which is the detailed
2 activities and timelines and responsibilities, and
3 milestones, I would be sure that we had developed a
4 critical path and the tools to monitor on a daily basis
5 where we were on that critical path. I would start the
6 longest, hardest, most challenging parts first, and in
7 terms of, again, starting the process, get some training
8 going, get some collection going, collect all the old
9 maps, and start understanding the Districts that we're
10 looking at - not to replicate those things, because those
11 are old gerrymandered maps, but to understand population
12 shifts a little bit, and new communities. In one of my
13 letters of recommendation, there is a wonderful letter
14 from some people I had worked with in parent meetings in
15 Cambria, and I was talking to 30-60 parents who said, "We
16 weren't here in the 2000 Census," so of course there are
17 no services for us. And that's the kind of thing that you
18 really have to look at and say the 2000 Census isn't going
19 to help us here, but at least it gives us a little bit of
20 clues and helps us be more familiar with the Districts, it
21 helps us look for what to avoid and, even looking at those
22 crazy dog legs and things that protect incumbents, you can
23 already begin to address what are we going to do about
24 that.

25 CHAIR AHMADI: Okay, thank you very much.

1 MS. JUDD: Thank you.

2 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

3 VICE CHAIR CAMACHO: Hi, Ms. Judd.

4 MS. JUDD: Good morning.

5 VICE CHAIR CAMACHO: During your work, you
6 coordinated numerous interviews for inclusion in the
7 Action for Healthy Communities Report. What did you learn
8 from that experience that would be beneficial to the
9 Commission?

10 MS. JUDD: With the 500 telephone interviews our
11 vendor was doing for the Action, we had quite a lengthy
12 questionnaire, I think we knew exactly from our vendor how
13 many questions a person would tolerate, we knew the
14 surveys were being done in English and Spanish, but I was
15 concerned that the homeless, you couldn't reach them, they
16 had no home to answer a land line; the monolingual Spanish
17 were not necessarily going to divulge their personal
18 affairs and family issues to someone, and the homebound
19 elders see their caregivers, and seldom have an opinion,
20 and yet they still may be very very viable people with
21 good ideas and great experience. So, those surveys, to
22 me, were to make the book viable for me because, if the
23 book was to be used - if the data book was to be used for
24 all of the local applicants to speak from the same data
25 and local funders to make judgments based on the same

1 data, instead of hearing me say I had a thousand homeless
2 people, and somebody else say then have 200 homeless
3 people, we're trying to standardize and codify some
4 information in our county, so, to me, those interviews
5 were absolutely crucial to bring more integrity to the
6 books, so that - and they made wonderful comparisons. So,
7 when I look at that kind of thing, I think we may be doing
8 a series of the two rounds of public meetings before the
9 draft of the maps and taking the maps out on the road, and
10 we may want to identify particular stakeholders and focus
11 groups, or to send questionnaires to community partners to
12 say, "Would you like to poll your populations, your client
13 populations, your target populations, to see if they have
14 things or additional issues and concerns that aren't show
15 here?" So, I would think we would share some information
16 early, share information certainly within a region what,
17 depending on the number of meetings we would have in our
18 region, we might say, "We heard over in North County XYZ,
19 how does that feel to you? Does that make sense to you?
20 Is that your issue? Is that your concern?" So, I think
21 we would share information because, again, this is a
22 transparent process and it is not like we gather
23 information and keep it under wraps, and put it in a paper
24 sack and don't let anyone look at it. That's the
25 information that is being generated in the community and

1 belongs to the community from that first moment that it's
2 shared, and I would try and use that and then determine
3 whether we felt if there were opportunities or a need to
4 get to interview stakeholders, to let partner groups
5 identify stakeholders, so that they didn't feel dictated
6 to. But I would think there would be some value in at
7 least considering that as an option. We are going to need
8 a whole toolbox to say, "Well, that didn't yield what we
9 thought, and let's try something else," or, "Let's augment
10 with something else." "Let's do something else to
11 complement this process." So I am absolutely open-minded
12 about how the process would be, except in terms of the
13 timetable of activities.

14 VICE CHAIR CAMACHO: There's also probably some
15 pitfalls that you learned from this experience. What
16 would those pitfalls be that you would not want to see
17 occur again if you did the same type of process at the
18 Commission?

19 MS. JUDD: There are as many agendas as there are
20 people, so what I would want to ensure is that the process
21 was not high-jacked by anyone's agenda, especially if
22 someone was popular, or could garner media attention, or
23 whatever, and I would find a collegial, collaborative way
24 to let groups know how much we appreciated their input and
25 participation, how that information would be taken into

1 consideration. But we have legal standards to meet, we
2 have priorities, and in some cases there are conflicting
3 priorities, how do you do this if you're doing this, how
4 you get equal representation and safeguard minority - it
5 is a very very complex challenge and process. So, I think
6 that we would, if we felt that the data was going off
7 course, we would say thanks for that input, and we'd only
8 consider the part that is relevant, or that is complete,
9 if it's an inaccurate picture, you know, we would have to
10 vet some of the information. And many times in my
11 process, I was trying to talk to people about their needs
12 for food and shelter, and job training, and employment,
13 and housing, and someone would come to me and they had a
14 cat in a tree, and I mean that in a humorous way, but it
15 was an issue that was very far off-base, it was not our
16 jurisdiction, and we had to say, thank you for sharing,
17 understand your issue, validate their participation, and
18 then just know, actually that is not going to play into
19 the action we take, the path we're on, our focus, and it's
20 not relevant to what we're required to consider here. I
21 don't want to turn anyone down in front, but this is not
22 about cats in trees.

23 VICE CHAIR CAMACHO: Okay. When you were talking,
24 you were talking about a lot of data that you've collected
25 and that are available, obviously there is a lot of data

1 available out there. How do you know that you have
2 collected enough information to do your job as a
3 Commissioner? And if that information that you've
4 collected is the correct information for you to redraw the
5 maps?

6 MS. JUDD: That is an excellent question and
7 that's one of the reasons I've been researching the nine
8 states that have had some activities around Commissions
9 because I want to see their processes and their forums,
10 I've already collected some forms, and that is not being
11 presumptuous about being selected as Commission, it's part
12 of what I do to learn what I'm doing. And I want to learn
13 those lessons learned and the challenges, and look at the
14 kinds of things they did factor in and that they were not
15 able to factor in, that was not part of the legal
16 consideration, or not part of the law. And so, I think
17 that the important thing is to look at the body of what
18 you have and start to - you are constantly weeding, you
19 are planting and sowing and watering and just absolutely
20 constantly weeding, and then nurturing and filling in the
21 holes of the data that you think is most relevant, and
22 looking at holes around it, and because I've looked at - I
23 did construction management for a while, I did
24 advertising, public relations, market research,
25 management, so I really had to learn to look and identify

1 missing parts, not just in the puzzle, the working of the
2 puzzle, but in the specifics of that business, that
3 concept, that project. So I'm a pretty good puzzle
4 worker, and, again, I would be one of 14 people, and we
5 would all see different things that were missing, or
6 didn't need to be included because they weren't relevant.
7 So I think the synergy of working together is going to be
8 more than any of the 14 of us could accomplish on our own.
9 We are going to stay committed and stay focused, and do
10 the work and don't say, "Oh, this is getting really hard,
11 this is getting really hot, this is getting really heavy,"
12 if we stick with it -- and we shouldn't be coming into
13 this if we're not willing to stick with it -- we're going
14 to, as a group, learn from each other and we're going to
15 have, again, some monitoring tools to say, "Does it
16 include this? Does it include that? Was it accurate?
17 Was it timely? Was it valid? Was it vetted?" And we
18 will start to see again that, "Gee, this sounds pretty
19 jazzy, but no one has ever vetted this. Is it really
20 true?" And we might dig down and do some more research on
21 things, but I think we are going to know, especially,
22 again, the synergy of the group, we're going to be filling
23 in the blanks in each other's thought processes and
24 sentences, and there will be consultants, and there will
25 be counsel, and there will be staff, and again, we're

1 going to want them to be participants, as well, to the
2 extent that is reasonable, not to take the burden off the
3 Commissioners, but to support the Commissioners in the
4 work they do. So I think we are going to bring some good
5 critical thinking skills to it and huge commitment, and
6 we'll be looking for those very things, and maybe one of
7 the protocols that we develop for doing the work we do is
8 to, say, "Have we tested the logic of this? Does it stand
9 up? Do we have more than one resource? Did they verify
10 each other? You know, were they vetted? Were they
11 complete? And, again, I think the most important thing is
12 that if we don't know what the data is telling us, that's
13 what we have to point out. We don't know what the data is
14 telling us, and figure out how we get beyond that. We
15 can't just say, "Well, it looked all right to me."

16 VICE CHAIR CAMACHO: Okay. You were talking in
17 Question 1 about the redistricting, and that you have kind
18 of played with that; I've also played with that. So,
19 there was only a limitation that they could have on that
20 game and you saw that it taught you certain things. What
21 did you learn from that game and why it's not that simple
22 to perform the redistricting process that you have in
23 front of you?

24 MS. JUDD: Well, I thought there were things about
25 the game that were not relevant to this process; for

1 instance, the fact that we pleased the legislative leaders
2 and the fact that, you know, those kinds of things I found
3 very very annoying to play, and what I did see was that,
4 every time I changed one line, I affected a minimum of two
5 districts, so I would get this District perfect, and then
6 this District would start to fall apart, so that. And
7 then, I saw the complexity and I would play for hours at a
8 time, and it was so challenging and, again, hating some of
9 the silliness about it, the silly names and the silly
10 characters, and that kind of thing, I found really
11 annoying, and what I wanted was to be given something a
12 little bit more real - give me one district that is real
13 that I can actually see some real impacts which are one of
14 the things that drives me. So, what I think I learned
15 mostly from that game is just all the pitfalls of
16 gerrymandering and, again, looking at expressions like
17 cracking, stacking and packing. Cracking is where you're
18 taking a concentration of minorities and you're breaking
19 it up, diffusing their impact; and stacking is where you
20 are - let me get this straight - you're taking a
21 concentration of minorities and you're diluting them by
22 putting them in a larger concentration of white voters, so
23 they have no impact; and then packing is stuffing all your
24 concentrations of minorities into one district, so, again,
25 your power is just in one place and the majority rule is

1 out there running rampant in the other districts. So,
2 some of those things to even be aware of, to watch for,
3 knowing that someone will always be unhappy and it's not
4 going to be perfect, but we're looking for a better
5 process and a better product than we've ever had before,
6 something that is closer to an inclusive process. And I
7 think transparency will be different and will make a huge
8 impact. So the Annenberg Foundation, I was glad they had
9 something that I could play with, and I went back, and
10 back, and back, and was disappointed that it didn't go far
11 enough, and that it wasn't more real, but I learned an
12 awful lot about gerrymandering, and I would say we should
13 need some specific training on gerrymandering and to avoid
14 those practices to say these are the obvious ways these
15 things are done, let's be sure we don't go there and,
16 again, checklists, did we check that we didn't stack,
17 crack, and pack? You know? Those kinds of things. And,
18 again, it's so complex and you're doing so many things
19 simultaneously within this huge end to end project, so you
20 don't want to miss the boat on specific processes and I
21 think compliance tools are going to be really important,
22 monitoring tools, evaluating where we are, and if we're
23 doing a good job, and if it holds water. And that's where
24 we can involve our community partners, as well, saying,
25 "How does this look to you?" We might want an advisory

1 committee of community partners that is a floating game,
2 if that is allowable in the structure.

3 VICE CHAIR CAMACHO: Thank you. That's all the
4 questions I have at this time.

5 MS. RAMIREZ-RIDGEWAY: Ms. Spano.

6 MS. JUDD: Good morning.

7 PANEL MEMBER SPANO: Good morning. Describe your
8 experience working with the American Communities Survey
9 Census Data. And describe how you plan to reach under-
10 counted populations of Hispanics, the poor, and the
11 homeless in your enumerator work, and how important this
12 effort was to Census data and in drawing redistricting
13 lines.

14 MS. JUDD: Well, I always worked with the American
15 Communities Survey and I was always glad our community was
16 a significant size so there was that community survey.
17 And working with the 2000 Census data, by about 2003, it's
18 as stale as it can be, so I was very dependent on the
19 American Community Surveys for the most up to date
20 information, and I always tested that against the data
21 that other departments were using, you know, the
22 California Department of Finance is absolutely the most
23 user-friendly data service in the state. So, the American
24 Community Surveys didn't give me the information on
25 anything about homeless people, they gave me all kinds of

1 information about ethnic diversity, dominant language at
2 home, citizenship, and things like that, but it wasn't
3 what I really needed. I couldn't get my arms around it
4 for my community. Those were just numbers, but I went
5 into the programs that my agency ran, and my community
6 partners ran, and that's where I really saw, and I know
7 the ethnic breakdown of our community, but knowing that
8 something is 16 percent or 3 percent or 6 percent or 1
9 percent, that's not something I can get my arms around
10 easily, so what I do is say, "What does that look like?"
11 So, I stand in food pantries and I look at the mix of
12 people who come through and I go to a free lunch line and
13 I look at the mix of people who come through, and I go to
14 the DSS Office, and I look at who can actually access
15 services, who is eligible for services, and that kind of
16 thing, so the community survey is just one important tool.
17 I love all the different categories and how you can slice
18 and dice and put things together. But it's just a tool,
19 and it's not the end all be all, and I like to go out and
20 test the logic of what I saw in the dataset and go out and
21 see if that really does feel - I'm out here now in the
22 community, does that look like 13 percent, 16 percent, 6
23 percent, 3 percent? Or, do I see that this target
24 population has, or this minority is even left out of that
25 in terms of eligibility? And there are so many issues

1 with legal documentation, that kind of thing, that, to me,
2 I'm always testing the logic of any data, whether it's a
3 local report, or the Census data, to see if it feels real
4 to me, or to go out and say, "Why doesn't it feel real to
5 me? Where can I go to get a better look at it? Maybe
6 it's more representative if I do this or that."

7 PANEL MEMBER SPANO: Thank you. Describe your
8 committee experience and your role and what you learned
9 that you can apply to Commissioner work. And tell us how
10 you were able to reach common ground on an issue that may
11 have been strongly opposed by other committee members.

12 MS. JUDD: Well, as I say, I just retired from my
13 dream job. It was an absolute dream, and after 30 years
14 of managing, to be given a job where I was paid to talk
15 and listen and go to meetings and read and research and
16 write, it was absolutely my dream job. I learned a ton, I
17 grew a ton, and working in Community Action, in the
18 collaborations that I worked in, I always contributed to
19 the strategic planning, to the roll up your sleeves grunt
20 work, to the development of our resources, whether they
21 were human resources, or financial resources, and I know
22 that I affected organizations and systems of care, and I
23 achieved community change. That is so thrilling for me.
24 And that's what I do, and that's what I love to do. And
25 it's not about my ego, it's about makes Democracy so alive

1 to me. I've made community change by speaking up and
2 helping others achieve a seat at the table, and speaking
3 up, and just being heard is what Democracy is all about,
4 not having power, not having our way, not having our
5 agenda. I like to say I like people to bend to my will,
6 but what I really mean is, you know, don't lock me out,
7 give me a chance to sit here, I know how to behave, and
8 ask my opinion, too. And that's what's important to me,
9 and most of the collaborations I've been in, that's how
10 I've been able to impact change - lots of conflict, I
11 learned a lot, I'm an on-the-job learner where I say - I
12 let me ego get into that situation, and I took that person
13 off unnecessarily, and that was an important stakeholder
14 and an important partner, and I should never have been in
15 that type of war with that person, that I would never let
16 myself get in that situation again. I made it personal.
17 And we were doing something that is community-based, and
18 our ego has no place here. So I learned to park my ego at
19 the door, and I even learned to park my agenda at the
20 door, and go along for the ride to see if there was
21 something I could contribute to it, or something that
22 could be gained that I would learn from the process.

23 PANEL MEMBER SPANO: Are you comfortable managing
24 conflict to arrive at a good sound resolution? As a
25 Commissioner, you may be involved in contentious

1 discussions among members in the public. Are you prepared
2 to handle that? And what steps would you take to do that?

3 MS. JUDD: I am. Again, I would always check my
4 own behavior first, especially since I've learned some
5 hard lessons. I caused that problem - or, I caused myself
6 to have to pull back from that and lose my opportunity to
7 contribute and be part of that process. So, I remember,
8 because I was Director of Homeless Services for my agency
9 for awhile, totally immersed in the homeless services
10 network, and I was a strong participant in meetings, so at
11 one point, some community members called me to be the face
12 for homeless services at some issues that were very very
13 contentious between business owners and homeless members
14 of the community, and I will be really blunt, business
15 owners were saying, "We are tired of those homeless
16 urinating behind our dumpsters, behind our businesses."
17 And the homeless people were saying, "Well, we're tired of
18 you, too, thinking you own everything in this community."
19 And I got in and said to some of the business owners,
20 "Okay, let's start with this urination behind your
21 dumpster, behind your business. That is partially an
22 issue of no public restrooms, so let's have a little bit
23 broader perspective on this and see if we can't work on
24 some of those kinds of issues and expand that opportunity
25 to find a public restroom, and maybe they won't go behind

1 your dumpster." And then I was talking to some of the
2 homeless people who I knew were at this meeting and who
3 were being very contentious about things, and had strong
4 sense of entitlement, and I knew one fellow and his
5 business was known by the group, his history and his
6 background were known by the group, so I had to remind him
7 that, you know, being a reformed bank robber did not
8 entitle him to demand this and that, and to run things,
9 that this was a community of give and take, and what was
10 his participation in helping make things better. And so I
11 was trying to bridge people who didn't know how to
12 communicate with each other, and who actually were a
13 little bit nervous about communicating with each other, so
14 I'm pretty fearless about going into a crowd. I love
15 people. I love to meet people. I've been accused of
16 chatting up every taxi driver and waitress about their
17 working conditions, and chatting with doorknobs. But, to
18 me, when you're with people, you say hello to someone in
19 the elevator, you ask someone how they're doing, and if
20 the woman is cleaning your room while you're packing to
21 get out of it, is telling you about her hardships and
22 what's happening in the hotel, and the job market, I sit
23 down and listen. I don't say to her, "You know, I've got
24 a cab to catch because I'm important." I want to know
25 what drives people and what concerns them and what their

1 issues are. So, I'm a people person and I have 45 years
2 of business experience, getting along, and I've always
3 loved teams, I was born into a team, I'm the middle child
4 of five. I was born with a clipboard. I have always
5 taken notes, but I stopped taking prisoners, I've grown
6 up, and I'm a good note taker and I do my homework, and I
7 do my research, but I'm not a threat. And I'm pretty
8 fearless about walking into a meeting, and I'm dressed up
9 for you guys. I can dress down. I've hauled construction
10 trash and I've been a general contractor and a building
11 inspector, so I understand and value the person who cleans
12 a construction site. I've done a little bit of this and a
13 little bit of that, and I have so much more still to do in
14 my life, that I really feel I see lots and lots of
15 perspectives and get excited at new opportunities and
16 perspectives.

17 PANEL MEMBER SPANO: Thank you. You mention you
18 are a great note taker, you are obviously thorough in your
19 research and background in the tasks that you undertake.
20 How comfortable are you with making redistricting
21 decisions and drawing the lines that will impact the
22 California citizens in the next 10 years?

23 MS. JUDD: Well, I tested very very carefully - I
24 did a lot of reality check and common sense check on my
25 own skills, because I didn't want to be driven by my

1 excitement and my ego. And my skills did not come up
2 short. I feel very very strong and confident about my
3 skills and because I'm a lifelong learner, and I'm always
4 getting better, and I'm learning this morning, and I'll
5 learn more this afternoon. So I know I can do it. And I
6 promise you that I would not pursue this for a title.
7 This project is not about the Commissioners, it's about
8 the Commission, and the mandate of the Commission. It
9 just so happens that the Commissioners will have to do
10 that work for the Commission to meet that mandate, so this
11 is not about my ego or anyone else's ego, and that is
12 something I would be careful to watch for and I think,
13 again, one of the initial trainings for the Commissioners
14 might be a little refresher course in facilitative
15 leadership to learn to manage effective meetings
16 effectively, and to work on some of those conflict
17 resolution skills so that you are avoiding conflict, or
18 that you are handling it in a collegial upfront way,
19 because this is transparent and I'm certain no one wants
20 to come to meetings and watch people throw tomatoes at
21 each other. This is a learning process and I would not
22 enter it knowing that I'm being casual about it, that
23 maybe I'll do a good job, or maybe I won't. I'm
24 absolutely confident that I would give it my all, that I
25 am bright enough to do this, that I am smart and curious

1 and hard working and dependable and frequent clean and
2 kind, and I will get this job done, and I will do it
3 right, and I will bring this project in by its deadlines,
4 meeting its mandates. I'm very confident about learning
5 as I go and working with people and making this happen.

6 PANEL MEMBER SPANO: What has been the most
7 difficult decision that you've had to make in your
8 professional life or personal life, and the impact that
9 it's made on you?

10 MS. JUDD: I would say, once I saw that I was in a
11 conflicted situation with some very important community
12 collaboration I was in, it was very difficult for me, but
13 I went to my boss and said, "I'm pulling myself out of
14 that. I let myself get into a sticky situation with a
15 personality that is not to the benefit of the community,
16 and that person brings a lot of knowledge and a lot of
17 resources to this, and I've carried the water for a long
18 while, and our conflict was over how he was carrying the
19 water, and let him carry the water. My job will be to
20 pull back, put someone else in that more visible spot, and
21 come to me for anything you need, anything I can do to
22 support this, anything I can do to test the logic, move
23 the ball forward, come to me for that background help."
24 But one of the most difficult things was pulling myself
25 out of a network and a situation that I truly loved and

1 enjoyed, and knew that I was making some impact on, that
2 my personality was good for it, that I had a contribution
3 to make, but I knew that the best thing was to pull myself
4 out of that for the good of the community because it
5 wasn't about me, it was about the goals we were trying to
6 achieve together.

7 PANEL MEMBER SPANO: Thank you. Describe the
8 issues of concern affecting the citizens of the San Luis
9 Obispo Region where you live, and which of these issues do
10 you foresee the Commission hearing about?

11 MS. JUDD: Well, in the years that I was working
12 with low income populations, San Luis Obispo County has
13 been the fourth to the sixth least affordable housing
14 market in the nation for the past 10 years, so there is a
15 small community of only a quarter of a million people,
16 fourth least affordable housing market in the United
17 States.

18 MS. HAMEL: Five minutes.

19 MS. JUDD: Five minutes? That affects everything,
20 there's not enough housing stock, not enough that is
21 affordable, there's a lot of competition between college
22 students and the homeless for the same entry level
23 housing, and that is no competition at all; the homeless
24 do not win in that situation. So, I think housing was
25 huge. There are no entry level jobs. Our county is

1 basically agriculture, service industries, and government,
2 a lot of state workers, county workers, some federal
3 workers, and a couple of big utility companies, so we have
4 got people with very high income and we have got people
5 with very low income, and we do not have much of middle
6 class, we don't have much of an entry level market for
7 jobs or housing, and actually, we've compensated for that
8 by being highly collaborative in our county, you could not
9 shoehorn another collaboration into the county because we
10 know that no one agency can do everything, and we take in
11 each other's laundry, and it is has been a very effective
12 way to do business.

13 PANEL MEMBER SPANO: Thank you. Knowing that we
14 don't have very much time, just one last question. Tell
15 us the challenges you have on working on collaborative
16 projects such as the multi-year county implementation of
17 the welfare reform.

18 MS. JUDD: Actually, that was a wonderful project
19 and our agency was asked to - first of all, our agency
20 said, if welfare reform is coming in 1998, we want to be
21 part of it because we worked with low income populations
22 who will be using the Calworks program and these human
23 services must be implemented humanely. So I spent three
24 years in the Welfare Reform Taskforce sitting on
25 committees about housing, transportation, childcare, and

1 we did a lot of GIS mapping, we took the Calworks
2 families, we overlaid where the childcare resources were,
3 we overlaid on that where the public transportation was,
4 and we had some Caltrans people who were saying, "Well,
5 every Calworks family is going to be within a half a mile
6 of a public transportation, half a mile is a long way to
7 walk in a rural county when you have three kids who have
8 to be dropped off at three different childcare centers,
9 and you still have to be to work flipping burgers at 8:00
10 in the morning, so I was the common sense check because,
11 at some point we were talking about transportation, take
12 the bicycles from the Sheriff's Honor Farm and give every
13 welfare family a bicycle, and it is pretty hard to
14 transport three children on a bicycle and still - you
15 know, uphill on an 1,800-foot grade, you know, and hope
16 it's not raining. So, I mean, some of the things so
17 defied common sense, with all due respect, some of the
18 suits were so out of tune with the reality that I was
19 there as a common sense check on a number of committees
20 and I think that we, again, strengthened our
21 collaborations, we came up with a more humane process that
22 we could all live with because we were all going to live
23 with the impacts, and we brought every resource and all of
24 our knowledge about those populations to help people
25 understand what the real issues were for a person in

1 poverty and what they needed, what kinds of supports they
2 needed to succeed in the Calworks program.

3 PANEL MEMBER SPANO: Thank you.

4 MS. JUDD: Thank you.

5 MS. RAMIREZ-RIDGEWAY: We have about 18 minutes
6 for follow-up. Panelists, do you have follow-up
7 questions?

8 CHAIR AHMADI: No, I do not.

9 VICE CHAIR CAMACHO: Not at this time.

10 MS. RAMIREZ-RIDGEWAY: I have a couple of
11 questions for you. You talked a lot about packing,
12 stacking and cracking, so it's really clear to me you
13 understand those concepts and I think I heard you say why
14 they're bad, but I just wanted you to clarify why those
15 are not workable concepts to a good map.

16 MS. JUDD: Well, my reading of those concepts, it
17 was always in the context of undermining minority rights
18 and equal representation and if - there are lots of things
19 that create a community of interest and you have to honor
20 those, you factor them in in different ways, but you still
21 have to honor those, you have to identify, you have to
22 listen to the concerns, you have to take them into
23 consideration, you have to honor those links that people
24 have, and the awful things that people do, even the pre-
25 clearance counties, the reasons those four counties in

1 California were identified, I understand, after the Voting
2 Rights Act of 1965, around 1972, they looked at some of
3 the southern states which had awful systems in place that
4 kept people from coming to the polls, they had poll taxes
5 and things like that, and in those four California
6 counties, each of them had a military base and high
7 concentrations of minority service people who were being
8 disenfranchised. So, to me, when you have a concentration
9 of a minority population, you have to honor that because,
10 for instance, it may not have been of choice, that may be
11 the only place they can afford to live, they may be living
12 where they work, they do not have the same resources as
13 others, they may not have been there in the last Census
14 because there's a migrant population of people who are
15 moving with props and changes in the economy; so, I think
16 you have to recognize and honor those, I think you have to
17 ask their opinions, and you have to be very aware that you
18 are not trying in any way to manipulate, to negatively
19 manipulate those concentrations of minority populations in
20 any way to dilute their political power, to dilute their
21 ability to vote in high numbers, to dilute their ability
22 to develop their own candidates who actually have a chance
23 of being elected and bringing new perspectives to the
24 legislative process, so, to me, I grew up in Black
25 neighborhoods in the Bay Area, and it was the best thing

1 in the world for me because I appreciated everyone and,
2 then, when I went to San - I mean, my big deal was to go
3 to San Francisco across the Bay, and it reinforced the
4 beauty of my low income neighborhoods because it was so
5 cross-cultural, it was a view of the world, and as a poor
6 kid, the only view of the world I'd had was with my
7 library card, it showed me there was a bigger world, and
8 then I would go to San Francisco and see the richness, and
9 beauty, and color, and excitement, the mix of people, and
10 that is something to celebrate. I take California very
11 seriously, it is the best state I have ever lived in. It
12 is the only state I've ever lived in, I was born here, I
13 will die here, I love this state, and we are losing some
14 of our richness because we are forgetting to talk to each
15 other and relate to each other and work beside each other,
16 and live beside each other, so minority rights are huge to
17 me, and it is about inclusion, if I've included you, if
18 I've listened to you, if I've valued you, then you're
19 going to feel better and you're going to stick with it
20 longer, and we're going to make incremental change over
21 time as opposed to thinking that we're at polar opposites
22 and having nothing in common and nothing to share, and
23 nothing to achieve together, and that it's not a inclusive
24 society. I don't want to live in an all white society,
25 even though under the privilege of passing for, you know,

1 one of the majority; with all due respect, I grew up as a
2 woman of color, it just doesn't show, and it's extremely
3 important to me. And, again, not at the expense of, but
4 to make everything richer and better, and more balanced
5 and, again, the synergy - we have so much - our backs are
6 against the ocean here, this is where we make our stand as
7 human beings. I love this state, the richness of it and
8 it is just a celebration of life to be here and work here.

9 MS. RAMIREZ-RIDGEWAY: You talked about - a couple
10 of times, you actually talked about the phone calls, the
11 phone surveys that you made to Hispanic people, and that
12 they would not necessarily answer questions to people with
13 whom they did not have trust and rapport. Why do you need
14 trust and rapport to reach certain minority groups? And
15 how can the Commission build that trust and rapport in
16 such a short period of time?

17 MS. JUDD: Well, again, I was actually thinking of
18 the cultural history, the heritage of Latinos who, again,
19 I am going to be generalizing, but I have seen client
20 populations, they wish to please, they wish to
21 participate, they wish to give you an answer, and yet they
22 don't talk about things like domestic violence, they don't
23 talk about their families' economic issues, they will in
24 general ways, but if you haven't built trust and rapport
25 with them, they're going to give you the answer you want

1 to hear, or they're going to not put their business in the
2 street, and the face-to-face interviews we did were
3 actually not telephone, they complement the telephone
4 interviews, but what I did was coordinate those 19 social
5 service agencies with clients they already had, to go out
6 there and make an appointment, to sit with that person,
7 and ask them their opinion, and there was such excitement
8 with, in particular, seniors. I remember in the senior
9 center one day and a man said, "I'm going to go home and
10 write your name in my diary." And I said, "Oh, be careful
11 about what you write about me in your diary," and he said,
12 "No, you are the first young person who has asked my
13 opinion in years." So, again, I'm about - I care about -
14 I don't like everyone, but I care about everyone. And we
15 have to live together, and we even have to work together,
16 so let's listen to each other, get to know each other,
17 identify what we have in common, and build on that. And I
18 have to admit, I've lost my train of thought.

19 MS. RAMIREZ-RIDGEWAY: I wondered how the
20 Commission could build trust in minority communities given
21 that it has such a short period of time to do so.

22 MS. JUDD: Again, I think one of the first things
23 we do in the first few months before the Census data is
24 ready is to get out there and start establishing - I mean,
25 look at the 58 counties in the existing districts and

1 start to maybe have a committee structure within the
2 Commission where you are sending out groups of people and
3 they're reporting back to the whole, and then you're
4 mixing them up and doing the same things. But right away,
5 establish contacts with the community partners, and then
6 look to see which community - ask them which community
7 partners are missing here, and look at the stakeholders
8 and start to involve them, and say, "We want honest
9 participation from people. Are there any issues around
10 that? Are there cultural barriers around that?" So,
11 again, you're speaking to people in the language in which
12 they're most comfortable. You are maybe reaching them
13 through trusted community members. And you're valuing and
14 appreciating them sharing, and you're coming back to them
15 so they have some closure. When I would go out and talk
16 to the parents in our different programs, and then I would
17 come back later and show them, "And here's what I recorded
18 as your dialogue, and here's where it fits into this
19 report." And they felt so thrilled, again, those were
20 anonymous, there were no names, and so there was no
21 threat, there were no risks, but their voices were there
22 and they were being heard, and that's all they really
23 wanted. And I think we are going to be doing it through
24 the community partners, and that's a huge thing. And I
25 already have a huge network with Community Action agencies

1 and the service providers, and I'd raise my hand in an
2 instant to say I'll start working on developing our
3 network in every one of the 58 counties.

4 MS. RAMIREZ-RIDGEWAY: I have one final question,
5 but it's a two-parter. You've thought a lot about the
6 Commission and the Commission's work. What do you
7 envision as the ideal composition of the Commission? And
8 what basic philosophies or characteristics should all
9 members share?

10 MS. JUDD: Okay, the basic composition, I think it
11 should be reflective of the state and, when the initial
12 paperwork came out on this, I looked at myself, and I
13 looked at what you had from the 2000 Census, what the
14 average profile was, and I fit most of those - my age was
15 out of sync with the average, but I was a white woman with
16 - and I fit in terms of even with my very limited college
17 education, I fit all those norms, and it made me feel
18 representative, so I would like to see a composition that
19 was a mix of race and ethnicity, a mix of age, a mix of
20 gender, certainly some geographic balance because, for
21 instance, my county, we're half way between LA and San
22 Francisco, and we are left out of Northern California and
23 we are left out of Southern California, like we just
24 vanished, you know, in terms of funding area and service
25 areas, and that kind of thing, and that's always been very

1 very hard for me to accept. So, I would want geographic
2 balance, as well. And I understand that the first day
3 Commissioners will be drawn at random and then they'll
4 look at the next six Commissioners to address some of
5 those discrepancies in diversity for a balanced group, so
6 I would want a very balanced group. I certainly don't
7 want this to be an all old white men's group, and I don't
8 want it to be an old white women's group, and I don't want
9 it to be all women, and I don't want it to be all gray
10 hair, and I don't want it be all 25-year-olds. And in
11 terms of the basic - did you say the basic philosophies?

12 MS. RAMIREZ-RIDGEWAY: Philosophies or
13 characteristics that you'd like to see all the members
14 share.

15 MS. JUDD: I would want to make sure, I would hope
16 that every Commissioner would be dedicated to the mandate
17 of the Commissioner and know absolutely without fail that
18 it was not about them, only in terms of their
19 contributions, their commitment, but as though their name
20 was never going to be attached, except in terms of meeting
21 that legal standard, and being held accountable, but that
22 they left their egos at the door, that they weren't full
23 of themselves, that it wasn't about them, and that they
24 were all committed to an inclusive society, and they were
25 all committed to incremental change, of making this

1 better. This is the only shot I think we're going to have
2 at this, and we are modeling this for the rest of the
3 country, and that's one of the great things about
4 California, we've always been a model. And, yes, we have
5 a million broken pieces, but we need to start fixing them,
6 and this is an important place to start because the more
7 you include people in public policy decisions, the more
8 their voices are heard and they feel that their
9 representatives truly represent them, the more synergy
10 we're going to bring to riding our ship and being a
11 shining star again as a state. We are extremely important
12 to the global economy, we're extremely important to this
13 nation as leaders in education and industry and
14 innovation, and I want to bring something more to that. I
15 want everyone committed to having this process shine,
16 something we can be proud of, something that met the legal
17 standard, something we felt good about, and something we
18 could build on.

19 MS. RAMIREZ-RIDGEWAY: Thank you. I do not have
20 any further questions. Do the members of the panel?

21 CHAIR AHMADI: I don't.

22 PANEL MEMBER SPANO: Not at this time.

23 MS. RAMIREZ-RIDGEWAY: You have about five minutes
24 if you care to make a closing statement?

25 MS. JUDD: Okay. I have thought long and hard

1 about this. And I just retired and I could stay home and
2 water my garden, and I have nine grandchildren that I
3 could cuddle and nurture. Well, I'm going to continue to
4 water my garden and nurture my grandchildren and love my
5 children, and be a good partner to my husband, but this
6 has my name on it. I've trained for this my entire life.
7 I have always held these goals, always had this
8 commitment. I have the skills, I have the experience, I
9 am very smart, I am very hard working, I am very
10 dependable, I do my homework, I walk the walk, I am not
11 afraid of other people. I am outgoing, I am inclusive, I
12 am embracing, I am welcoming, I am the right person for
13 this job. I know how to honor the communities'
14 participation, I know how to monitor on a daily basis
15 whether we're making any progress or whether we're going
16 to land in court pretty soon. Project management is what
17 I've always done because I love doing it. People work is
18 what I've always done because I love doing it. I am best
19 on a team. I am the middle child of five, it doesn't mean
20 I take orders and give orders, it means I collaborate and
21 cooperate, and I give and take. And it's not about me,
22 it's about us. I am an "us" person, and this is an "us"
23 process. This is a huge, significant process, and I want
24 to do everything I can to make it a success.

25 MS. RAMIREZ-RIDGEWAY: Thank you so much for

1 coming to see us.

2 MS. JUDD: Thank you, I enjoyed it.

3 MS. RAMIREZ-RIDGEWAY: We will go into recess
4 until 10:59.

5 CHAIR AHMADI: Thank you.

6 VICE CHAIR CAMACHO: Thank you.

7 (Recess at 10:42 a.m.)

8 (Back on the record at 10:59 a.m.)

9 MS. RAMIREZ-RIDGEWAY: It is 10:59. We have
10 before us Dr. William Hamm. MR. HAMM, are you ready to
11 begin?

12 MR. HAMM: I am.

13 MS. RAMIREZ-RIDGEWAY: Secretary, please start the
14 clock. What specific skills do you believe a good
15 Commissioner should possess? Of those skills, which do
16 you possess? Which do you not possess? And how will you
17 compensate for it? Is there anything in your life that
18 would prohibit or impair your ability to perform all of
19 the duties of a Commissioner?

20 MR. HAMM: Thank you. I think it will be more
21 efficient if I combined my answer to the first and second
22 part of the question. I've identified six skills that I
23 think are the most important for a Commissioner to have,
24 first and foremost is the ability to suppress personal
25 preference in favor of applying the criteria as set forth

1 in the Voter First Act for the new Districts. I think the
2 reasons are obvious. I believe I have this skill based on
3 the 17 years I spent at the Office of Management and
4 Budget and the Legislative Analyst's Office, two jobs that
5 required the ability to be impartial and objective, and
6 suppress personal preferences. I was successful at those
7 jobs and I believe that is indicative of my skill in this
8 area. Second in importance is the ability to collaborate
9 with peers in pursuit of a common goal. I think this is
10 much more important than analytical skills, for example,
11 which is skill mentioned in the criteria. The ability to
12 collaborate, I think, is the only way for the
13 Commissioners to collectively achieve their intended
14 purpose. I believe I have the ability and skill to
15 collaborate effectively based on two things, first of all,
16 I have for the last 38 years managed people, and my
17 management style is collaborative, rather than command and
18 control. Command and control works for others, it doesn't
19 work for me. I've been reasonably effective as a manager,
20 and I think that is in part due to my ability to
21 collaborate with others. Number 2, I've served on at
22 least 14 panels, commissions, boards, councils, what have
23 you, where I was one of a group charged with pursuing a
24 common goal, the only way to be effective in that setting
25 is to collaborate, and I think that those efforts have

1 generally been successful and reflect the fact that I can
2 collaborate effectively. Third in importance, on my list,
3 in any event, is the ability to listen, to listen both
4 with empathy, and to listen critically. Before the
5 Commission can draw the lines, it has to understand what
6 the boundaries are to communities of interest and the only
7 way to understand those boundaries is to listen to members
8 of those communities tell you about the boundaries. You
9 can't look it up in a statistical abstract. So, the
10 ability to listen, I think, is critical. I think I'm a
11 good listener. I think I have the ability to listen
12 empathetically in order to draw people out. I think I can
13 listen critically, this has been a tool that I've had to
14 use in virtually every job I've had as a professional
15 analyst. You listen in order to gather the information
16 you need, in order to have something to analyze. Fourth
17 in importance is the ability to keep an open mind and get
18 rid of any preconceived notions. If you don't keep an
19 open mind, your listening isn't going to do you any good,
20 you must be able to take what you're hearing and accept it
21 and not reject it because it doesn't conform to some
22 preconceived notions that you must have. I think I have
23 an open mind, but then everybody thinks they have an open
24 mind. Nobody is going to sit up here and say, "Gee, this
25 is one I missed." The only evidence I can possibly think

1 of to convince you that I do is, I think if you talk to
2 the people I've worked with over the years, they would
3 tell you that I am amenable to new facts to a good
4 argument and that, when presented with new information,
5 that I do receive it, I do think about it, and it
6 frequently causes me to change my mind. Skill number 5,
7 again, I'm doing this in order of importance, is good
8 judgment. Judgment is critical here because,
9 unfortunately, the architects of the Voters First Act
10 lumped a number of different criteria in a single section
11 of the Act and didn't set priorities, and so, as a
12 consequence, the Commissioners are going to have to
13 exercise good judgment in distinguishing the goal of
14 keeping political boundaries intact and keeping
15 communities of interest intact, that is going to take
16 judgment. I think I have good judgment because, in three
17 careers and a variety of jobs, I have been required to
18 exercise good judgment, I've been successful, I believe
19 I've been successful in all of these jobs. And I think
20 that is indicative of the fact that I do have good
21 judgment. Sixth in importance is the ability to work with
22 and analyze information and data. I know this is ranked
23 higher in both the Act and the application materials, but
24 I think with a good staff, someone who is excellent at the
25 people skills can compensate for weakness in analytical

1 skills. This, however, is probably my strongest
2 qualification for the job of Commissioner. For 41 years,
3 I have held analytical jobs and I've generally been
4 successful at those jobs.

5 You asked which skills I have that I don't
6 possess and how I would compensate for them. I think I
7 have all of those skills plus the ability to communicate
8 orally, in writing, the ability to work effectively with
9 staff, stamina, which I think is going to be very
10 important to the Commissioners. But I will have to, for
11 example, resist the temptation that I constantly have to
12 resist to get impatient when people ramble or don't get to
13 the point. I will certainly have to use my very best kind
14 of management skills in order to meet the demands of this
15 job, plus the job that I hold, my day job, I work a full
16 job. As to half the eligible voters in California, I will
17 be 68 on my next birthday, I don't have the energy I once
18 had, but I believe that I have sufficient stamina to do
19 the job, but I will have to be very careful in pacing
20 myself, probably take some naps in the afternoon when
21 there's an evening hearing.

22 The final part of this question, is there
23 anything in your life that would prohibit or impair your
24 ability to perform the duties of the Commissioner? My
25 answer is no.

1 MS. RAMIREZ-RIDGEWAY: Describe a circumstance
2 from your personal experience where you had to work with
3 others to resolve a conflict or difference of opinion.
4 Please describe the issue, and explain your role in
5 addressing and resolving the conflict. If you are
6 selected to serve on the Citizens Redistricting
7 Commission, tell us how you would resolve conflicts that
8 may arise among the Commissioners.

9 MR. HAMM: So, very briefly, I would take as an
10 example of a conflict resolution my service on the
11 California Citizens Budget Commission, a commission that
12 was formed by the Center for Governmental Studies and
13 funded by the Hewlett and Irvine Foundations. I was one
14 of 25 Commissioners that came from business, labor,
15 advocacy groups, government, and our charge was to make
16 recommendations to improve the State's budget process.
17 From the first hour of the first meeting of the
18 Commission, the Commissioners, the 25 Commissioners,
19 divided themselves into two groups, the majority wanted to
20 get rid of the two-thirds voting requirement for the
21 budget and tax bills, a minority wanted to preserve that
22 requirement, and there was very little movement in either
23 direction through the next several meetings, and it looked
24 very much to me like the whole effort was going to reach a
25 stalemate and produce nothing. I reached out to a young

1 woman from one of the advocacy groups, who I thought was
2 the most articulate advocate for getting rid of the two-
3 thirds requirement, attempted to develop a rapport with
4 her, sat next to her, chitchatted with her during the
5 coffee breaks, and finally suggested to her that maybe
6 there was a middle ground that could command a majority of
7 the Commission, a strong majority, and I don't know
8 whether she proposed it or I did, but we thought that, by
9 splitting the baby, keeping the two-thirds vote for tax
10 bills, but getting rid of it for the budget, it might
11 break the logjam. She worked with the people who favored
12 getting rid of the two-thirds vote, I worked with the
13 people who wanted to preserve it. We jointly made the
14 compromise proposal at the afternoon session of the final
15 meeting and, after a lot of talk, it was agreed upon. If

16 I am selected, how will I resolve conflict? Rule
17 one, you can't wait for conflict to arise before you lay
18 the foundation for resolving it, you have to start on day
19 one by building a rapport with your fellow Commissioners,
20 you have to get to know them, understand their point of
21 view, where they're coming from, you have to listen and
22 convince them of your good intentions and your commitment
23 to fair play, and you have to sell them that you are a
24 trustworthy person, and if you develop that rapport, if
25 the Commissioners develop that rapport, then resolving

1 conflict will be much much easier because it won't be
2 personal, it will be intellectual, and intellectual
3 conflict can be resolved through facts, discussion,
4 analysis, personal conflict much more difficult. In
5 addition to building rapport, you have to listen, you have
6 to avoid making declarative statements in favor of asking
7 questions. You have to not insist on resolving issues
8 that are not ripe, there are a whole series of things that
9 you have to do in order to lay the foundation for
10 eliminating conflict.

11 MS. RAMIREZ-RIDGEWAY: How will the Commission's
12 work impact the state? Which of these impacts will
13 improve the state the most? Is there any potential for
14 the Commission's work to harm the state? And if so, in
15 what ways?

16 MR. HAMM: Well, how it will impact the State is
17 going to depend entirely on whether it is successful. And
18 success is by no means guaranteed. I define success in
19 five ways, 1) the final product must pass muster with the
20 U.S. Attorney General, you cannot allow the boundaries to
21 flunk the Voter's Rights Act of 1965 test; secondly, the
22 final product has to conform to the requirements or the
23 criteria that are set forth in the act; third, I know nine
24 votes is enough to get the new Maps approved, but I don't
25 think nine is enough, I think you are going to need to get

1 much more of a majority than that in order to be
2 successful, you can't have a minority, a large minority,
3 who oppose the Maps; and 4) you are going to have to win
4 favor with editorial writers, political scientists who
5 follow electoral politics, and others who shape opinions;
6 and 5) you're going to have to convince the voters that
7 these maps are the best maps, and you're going to have to
8 do so without a bitter and divisive campaign waged by
9 those who don't want them. So, it's a hard test. If the
10 Commission is not successful, I personally believe the
11 results will be worse than the status quo ante, worse than
12 if we never had a Proposition 11. I think it will simply
13 cause a lot of people to throw their hands up and say,
14 "This state just can't be governed. Reform is impossible.
15 Nothing is going to work." I think it will do nothing to
16 enhance the legitimacy of the Legislature and may have the
17 opposite effect. If the Commission is successful, as I
18 sincerely hope it will be, it will produce at least three,
19 and possibly four benefits, benefit number one, I believe
20 it will give the Legislature more legitimacy, but by
21 giving the process by which the members are chosen more
22 legitimacy, and I think that is terribly important if the
23 Legislature is going to be effective in addressing
24 California's problems; 2) it will broaden and diversify
25 the voices that are heard through the ballot box. I am a

1 firm believer in the wisdom of crowds, and the problem
2 with the current system is that many people, rightly or
3 wrongly, believe that the system is rigged, and if they
4 are an electoral minority, they say, "What's the use? Why
5 participate in the process? Why vote? Why get involved?
6 It won't make any difference because the end result is
7 already established." With a successful Commission
8 product, that will change, more people will get involved,
9 and that will benefit the creation of public policy, the
10 wisdom of crowds; the third benefit is that the
11 Legislature is going to have to make some very very tough
12 decisions over the next three or four years if we are not
13 going to become Greece West and I think that, by giving
14 the process more legitimacy, those decisions will win more
15 acceptance. I said there may be a fourth benefit, the
16 fourth benefit, possible benefit is more competitive
17 districts. I personally believe that, if the
18 Commissioners adhere to the criteria in the Act, they will
19 produce more competitive districts, and more competitive
20 districts, I think, will tend to move candidates and
21 office holders more towards the center where it is easier
22 to find a common ground to address California's problems.
23 But there's no guarantee this will happen because it's not
24 a legitimate criteria set forth in the Act, and so if I
25 were chosen as a Commissioner, I could not in good faith

1 work to achieve the goal of more competitive districts
2 because the voters wouldn't have told me to do that. But
3 I do think that, if I did my job, and other Commissioners
4 did their jobs, that would be the end result. I think I
5 have completed my answer.

6 MS. RAMIREZ-RIDGEWAY: We have about four minutes
7 remaining. Describe a situation where you have had to
8 work as part of a group to achieve a common goal. Tell us
9 about the goal, describe your role within the group, and
10 tell us how the group worked or did not work
11 collaboratively to achieve this goal. If you are selected
12 to serve on the Citizens Redistricting Commission, tell us
13 what you would do to foster collaboration among the
14 Commissioners, and ensure the Commission meets its legal
15 deadlines.

16 MR. HAMM: I will have to summarize my answer very
17 heavily. The instance that I would cite to you is when I
18 chaired a panel created by the Congressionally chartered
19 National Academy of Public Administration to make
20 recommendations for approving health care and services to
21 Veterans returning from Iraq and Afghanistan. And in
22 performing my duties, I tried to achieve an environment in
23 which mutual respect amongst the eight members of the
24 Commission could arise, and we could get to know each
25 other, and have a personal relationship other than just

1 being members of the Commission. I built in a lot of time
2 for chitchat at coffee breaks and lunchtime. In addition,
3 we adopted rules that insisted that, if somebody came up
4 with an idea, it wouldn't be stepped on or rejected, all
5 ideas were welcome, and then we would have a debate on
6 whether they were worthy or not at some later point. I
7 think the panel was very effective in reaching a
8 conclusion; I regret that we had too many singles and
9 doubles and not enough home runs because I think we had
10 too broad a focus. We should have had a narrower focus.
11 I was the Chairman, that was my fault, but I think we were
12 effective in reducing conflict.

13 MS. RAMIREZ-RIDGEWAY: A considerable amount of
14 the Commission's work will involve meeting with people
15 from all over California who come from very different
16 backgrounds and very different perspectives. If you were
17 selected to serve on the Commission, tell us about the
18 specific skills you possess that will make you effective
19 in interacting with the public.

20 MR. HAMM: The only thing I would cite to you is
21 that I'm a good listener, I think I'm a good listener.
22 I'm a good listener because I like people, I'm a good
23 listener because I believe in the wisdom of crowds, and I
24 believe everybody has something to contribute that will
25 make us smarter. I don't judge people by the degrees

1 they've earned, the titles they hold, the occupations they
2 work in, everybody can make a contribution to a group
3 decision. And, as a consequence, I am receptive to the
4 views of other people. But, frankly, I think the only way
5 to tell if you're a good listener is ask the people who
6 have been speaking to you, and if they say yes, then you
7 are; if they say no, then you're not.

8 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi, that concludes
9 the five standard questions. Would you like to begin your
10 20 minutes of questions?

11 CHAIR AHMADI: Yes, thank you. Good morning, DR.
12 HAMM.

13 MR. HAMM: Good morning, Mr. Ahmadi.

14 CHAIR AHMADI: I have a lot of questions, but I
15 will be concise and let's get to the first one. You have
16 had a very distinguished career as a Legislative Analyst
17 for California, and I understand that that job requires
18 impartiality. The question I wanted to ask you, and I
19 would like to have you tell us a little about what are
20 some of the significant and fundamental changes that you
21 have seen in California today that was not an issue at
22 that time?

23 MR. HAMM: I think the most important change is
24 that today the Legislature is much more polarized. The
25 Republicans are more conservative, the Democrats are more

1 liberal, and there is no center. When I was a Legislative
2 Analyst, there was a healthy center. You had Senator
3 Walter Stern from Bakersfield, he was a Democrat, but he
4 was fairly moderate. You had Peter Behr, a Senator from
5 Marin County, he was a Republican, but he casted the
6 deciding vote to allow Unionization of the University of
7 California, and he was a liberal Republican. You had Pat
8 Johnson, Ken Maddy, you had a number of Assembly Members
9 and Senators who were moderates, and they provided the
10 catalyst for getting things done. They could bring people
11 from their caucus towards the center and get action. As I
12 look at the Legislature today, I don't see that center,
13 and I think that's the most important difference from when
14 I served. The second difference is, I think the pressure
15 to raise money is much greater today than it was in the
16 late '70s and early '80s. When I first began appearing
17 before the Legislature, the members showed up, they
18 generally had read the Executive Summary of our reports,
19 they had read something, they were familiar with the
20 issue, and they asked questions. Over time, I saw that
21 that changed because I think that there is just too much
22 pressure to raise money. Those are the two biggest
23 changes. I think the problems have become more complex,
24 too. This is a very diverse state with a lot of different
25 interests, and I have nothing but respect and sympathy for

1 those 120 men and women who tried to make sense out of
2 those conflicting preferences.

3 CHAIR AHMADI: Thank you, sir. And what about
4 changes in the communities of interest, or the issues for
5 the citizens of the State?

6 MR. HAMM: Well, I think that, as we have become a
7 more diverse state, with a more diverse population, there
8 are more different issues that have to be dealt with. I
9 can't remember what the demographic breakdown was in 1977
10 when I came to California, but today we have many more
11 Hispanic citizens, certainly many more Hispanic residents,
12 and many more Pacific Asian residents, and they do not
13 have the - they do not necessarily have the same
14 priorities and the same points of view that other groups
15 have, and this makes it a very very difficult job in the
16 Legislature to reconcile the various points of view, which
17 is their job, that's what they have to do, but it's become
18 tougher. It's much easier in a more homogenous state, but
19 that state does not have the advantages that California
20 does because of its diversity.

21 CHAIR AHMADI: Okay, thank you so much. To what
22 extent, if any, do you currently have, or in the past 10
23 years, have you had any interactions with the members of
24 the Legislature, legislative staff, in either house of the
25 Legislature?

1 MR. HAMM: I have certainly had some interaction
2 with them. I am, as a consultant, I am sometimes hired to
3 address public policy issues that pertain to legislation
4 pending in the Legislature. I have been called upon to
5 testify before legislative committees, and so, in a very
6 formal sense, I've had contact with legislators. I had
7 one speaker call me up and pick my brain for an hour about
8 the process and what could be done to improve it, but I
9 don't maintain any personal friendship with members of the
10 Legislature and I don't have any kind of ongoing contact.
11 Many - you asked about staff, Mr. Ahmadi, many of the
12 legislative staff today are people I brought to Sacramento
13 when I was Legislative Analyst, I hired them from Graduate
14 Schools of Public Policy, and I always try to attend the
15 Legislative Analyst's holiday party, and so I will have
16 contact with them, but that's in the nature of former
17 comrades in arms, good friends, it's not in any kind of
18 official capacity. Have I answered your question?

19 CHAIR AHMADI: Yes, you did.

20 MR. HAMM: Thank you.

21 CHAIR AHMADI: Thank you. Kind of like a second
22 part to that question was, I was going to ask you about
23 interaction with the Governor or his staff, did you have
24 any?

25 MR. HAMM: I have had no interaction with the

1 Governor, no interaction with the previous Governor while
2 he was Governor. I knew Governor Davis when he was in
3 Governor Brown's administration, when he was in the
4 Legislature, but I had no contact with him when he was
5 Governor. I did have contact with the Governor's staff on
6 one particular issue, and I wish I could remember what
7 this was, where my client asked me to come to a meeting in
8 the Governor's quarters, the Governor was not there, but
9 there were Governor's staff members there who I exchanged
10 business cards with. A couple of Governor's staff members
11 are former employees, or former colleagues of mine, and,
12 again, I see them at holiday parties and things like that,
13 but I would say minimal contact with the Governor's Office
14 and its staff. If you count the Department of Finance as
15 part of the Governor's Office, then I've had more contact
16 because many of the issues that I work on involve a fiscal
17 and economic dimension, and so in order to get the
18 information I need, I have to reach out to the Department
19 of Finance sometimes, plus the fact that two of the last
20 three - well, three of the last three Directors of Finance
21 are good personal friends of mine, Tim Gage, Tom Campbell,
22 and Mike Genest, and I keep in touch - I try to keep in
23 touch with them.

24 CHAIR AHMADI: Could you please also tell me about
25 your contacts with the Bureau of Equalization, if any?

1 MR. HAMM: I have gone to the Board of
2 Equalization to get information that I have used in
3 connection with work I have done on tax issues, but I
4 have, to my knowledge, had no contact with any member of
5 the Board of Equalization since they became Board members.
6 I know Bill Leonard from when he was in the Legislature,
7 but I have not talked to him in 20 years. I know a Senior
8 Staff member for another member of the Board of
9 Equalization because, previously, he was on the Board of
10 Directors of the Federal Home Loan Bank of San Francisco
11 where I worked. I have exchanged a few e-mails with them,
12 but they are all strictly in a person nature and not in
13 any kind of business, on any business matter -

14 CHAIR AHMADI: Political.

15 MR. HAMM: Or Political, absolutely not.

16 CHAIR AHMADI: Thank you, sir. Looking at your
17 career, based on your application, of course you have had
18 a long distinguished career. You have worked under two
19 different administrations. In the Office of Management
20 and Budget, I believe that was back in 1969-1977 time
21 frame, can you share with us some of your experiences
22 working under two different Administrations and how it
23 impacted your work, and how you handled if there was any
24 influence?

25 MR. HAMM: Yes, I can. At the Office of

1 Management and Budget, it was a Bureau of the Budget when
2 I joined in 1969, there is a long and very very powerful
3 tradition that we are to be objective and independent,
4 even if it means telling the President what he does not
5 want to hear. We are not - we were not a fifth column, we
6 did not try to undermine the President's position, but we
7 would analyze programs, we would report our findings to
8 the Administration, we would make recommendations.
9 Sometimes we would recommend terminating programs that
10 were pet projects of the President or someone else if we
11 thought that the facts would not support continuing that
12 program. And I have to say that the Administration
13 tolerated this from the OMB, first of all, we did it in
14 private, so we were not embarrassing the Administration,
15 and secondly, a good President, a good Governor, a good
16 Chief Executive wants to hear the facts, it doesn't want
17 to be shielded from them. So that part didn't change when
18 Mr. Ford took over for Mr. Nixon, and when Mr. Carter took
19 over for Mr. Ford. I think when the Carter people came
20 in, initially they were skeptical of people like me,
21 thinking that we were Republican plants that they were
22 going to have to work around. I don't think it took very
23 long to convince them that our loyalty was to good
24 analysis, to objectivity, and to impartiality, and when I
25 left to become Legislative Analyst, the political

1 appointees at OMB showed what I thought was a sincere,
2 legitimate sense of loss at my leaving. I had very good
3 relationships with the political officials in all three
4 Administrations that I served.

5 CHAIR AHMADI: Thank you, Sir. How much time do I
6 have?

7 MS. HAMEL: Nine minutes.

8 CHAIR AHMADI: Thank you. I have a few follow-up
9 questions on your responses to the standard questions, and
10 please take advantage of that and explain in more detail
11 if you want to share some more. You stated something
12 about the political vs. community of interest boundaries
13 being a challenge, or at least a consideration for the
14 work of the Commission. Can you tell me a little bit more
15 about that? And how did you go about handling that
16 challenge?

17 MR. HAMM: I would be happy to. As I recall the
18 Voter's First Act, in the Criteria section, the first
19 criterion is compliance with the U.S. Constitution and
20 compliance with the Voting Rights Act. I think the third
21 is contiguous districts. And the fourth is, as I recall,
22 and please don't hold me to the exact language, but it
23 says that the fourth criterion is to respect the political
24 boundaries of cities, counties, what have you, and the
25 boundaries of communities of interest. Well, it's very

1 easy to know what the boundaries are of the city or a
2 county, but communities of interest, as I said, you can't
3 look that up, you have to learn that by listening to
4 people. And what happens, the conflict I had in mine, Mr.
5 Ahmadi, when I made that remark is, let's say that you
6 have a community of interest that goes from one city to
7 another, or to an unincorporated area, or even one county
8 to another, perhaps there is a community of - an ethnic
9 community that straddles the city and county of San
10 Francisco and extends in to Daly City, okay, so if you are
11 to respect political boundaries, you would draw a line
12 right in the middle of that community, or you might. If,
13 on the other hand, you favor the community of interest,
14 then you would divide, let's say, Daly City into two
15 parts. You will not be able to - I do not believe you
16 will be able to - respect all political boundaries and
17 respect the boundaries of all communities of interest, you
18 are going to have to exercise good judgment in deciding
19 when communities of interest are more important than
20 political boundaries, or vice versa. And I think this is
21 probably going to be the most difficult challenge that the
22 Commission will face.

23 CHAIR AHMADI: Thank you, sir. For the little time
24 that I have left, could you please tell me, just
25 hypothetically, a situation where the community of

1 interest boundary would be more important than the
2 political boundary?

3 MR. HAMM: Yes, I think just hypothetically, if
4 you had a situation where you had a diverse - a small city
5 with a high degree of diversity, it might have a wealthy
6 enclave that might an ethnic community that extended over
7 the border, one might conclude that, in those
8 circumstances, it would make more sense to keep the
9 community of interest intact than the city intact because
10 there was more - there would be more recognition of being
11 part of a group in the community of interest and in the
12 city. But, again, this is going to be an extremely
13 challenging part of the Commission's job and I think it is
14 something that is easier to talk about hypothetically than
15 it will be in real time.

16 CHAIR AHMADI: I believe so. Do I have -

17 MS. HAMEL: Five minutes.

18 CHAIR AHMADI: One last question. You mentioned
19 as part of your personal challenges that you are not
20 always patient with people who ramble. As you know, part
21 of the Commission's work will be to talk to people and
22 listen to people, do you see that challenge you when you
23 are actually - should you be selected as a Commission,
24 would that be a problem for you?

25 MR. HAMM: It will be a challenge, it won't be a

1 problem. This is something that I have long been aware
2 of, it's something that I have to constantly discipline
3 myself to manage, and I know that if you show impatience,
4 you cut off the lines of communication, people will not
5 open up to you if they think you are tapping your fingers
6 and, you know, just trying to get them off the stage, or
7 trying to get them to talk faster. So, it is vital to be
8 able to maintain a receptiveness and impatience is
9 incompatible with that. I am just being honest with you,
10 this is - I do get impatient and I just have to discipline
11 myself, but I can do it, I have done it, I will do it.

12 CHAIR AHMADI: Thanks for being patient with me.

13 MR. HAMM: It was not necessary.

14 CHAIR AHMADI: I have no other questions.

15 MS. RAMIREZ-RIDGEWAY: Ms. Camacho.

16 VICE CHAIR CAMACHO: Hello, Mr. Hamm - or MR.
17 HAMM, Mr. Hamm?

18 MR. HAMM: Either way. We are not in a Court of
19 law now.

20 VICE CHAIR CAMACHO: Oh, okay. You have had such
21 an impressive career, including serving as a California
22 Legislative Analyst. Why are you seeking this
23 appointment?

24 MR. HAMM: Well, I don't know whether "seeking" is
25 the right word. I believe that we can make the

1 legislative process look better. I know I keep neglecting
2 the Board of Equalization, but I have to say, 99 percent
3 of the positive impact of the Commission's work will be on
4 the Legislature, and maybe 1 percent on the Board of
5 Equalization. In fact, I'm hard pressed to say just how
6 that is going to change the status quo ante in any
7 meaningful way, but the Legislature is terribly important,
8 we've got a lot of problems in this state, and those
9 problems have to get addressed, and we need a Legislature
10 that has a lot of legitimacy that people accept. They say
11 it was a fair process that led to this election of the
12 Legislators, and we believe in Democracy, so we accept the
13 result of the process. And I don't think we have that, at
14 least not as widely as we need to have it. And to the
15 extent I can help through the Commission process, bring
16 that about, I am willing to do it. It's as simple as
17 that. I'm not necessarily seeking it, you know, actually,
18 I would be very pleased if you have - you know, there are
19 40 million in this state, or nearly, and I've got to
20 believe that there are thousands who have skills at least
21 as good as mine, and maybe better, I don't know how many
22 of those are in your pools, I hope a lot, and I would be
23 very pleased if you told me at the end of this, "You know,
24 MR. HAMM, you're not as good as the other candidates.
25 We've got some really really good candidates, and you're

1 not as good." And I'll be happy because I want the
2 Commission to have good candidates. And if you need me, I
3 will give everything I have, and if you don't need me,
4 I've got a full time job, I have other things going on in
5 my life, and I'll be just fine.

6 VICE CHAIR CAMACHO: Thank you. With that in
7 mind, you were talking about your consulting practice that
8 you have. How would you devote the necessary time for the
9 work at you consulting firm and the work that will be
10 needed for the Commission?

11 MR. HAMM: Well, in three different ways, one, I
12 just wouldn't take as many engagements. And specifically,
13 I would avoid any consulting engagements that I thought
14 would be controversial and might in some way make me
15 controversial because this can be a tough enough job as it
16 is, Commissioners do not want controversy from their
17 private lives. So, I would change the nature of what I
18 took on and I would take on less. The third thing I would
19 do is I would just have to make greater use of my staff
20 and rely more heavily on them in the case of the work that
21 I have already accepted. The problem with being a
22 consultant is there can be a long lead time between when
23 you say, "Yes, I'll do it," and then they say, "Okay, do
24 it now." In 2008, I testified in a trial where I had been
25 hired in 1998, so there may be some cases out there that I

1 will have to fulfill my obligation to, but I have an
2 excellent staff and I will have to rely on them, I will
3 have to put aside other activities that otherwise would
4 compete for my time, like travel, I might have to give up
5 some of my responsibilities with a nonprofit that I work
6 with, it's very important to me, but if the 14
7 Commissioners reflect California, then seven of them are
8 going to be employed because half of the eligible voters
9 are employed, and all of those seven are going to face the
10 same problem. I probably have it a little easier because,
11 as a consultant, I can adjust my hours and determine how
12 much work I accept. If I were the Chief Operating Office
13 of the Federal Home Loan Bank of San Francisco, I couldn't
14 do that, that's an all or nothing job, it's not just "I'll
15 do a little less."

16 VICE CHAIR CAMACHO: Okay. With the contacts that
17 you've developed and that you have maintained throughout
18 your career, how do you think you could avoid
19 communicating or receiving communication about
20 redistricting matters from the Legislature or the
21 Governor, and if Proposition 20 passed, any Congress
22 individuals?

23 MR. HAMM: Simply turn my back. The law is clear.
24 There shall be no communication except in an open forum.
25 And I believe in following the law, and I would take it as

1 a personal affront if someone tried to get me to violate
2 the law. Is it likely to happen? Yeah, I think it
3 probably will happen, I think somebody might test me, and
4 you just have to make it very clear that is not
5 acceptable, that's not permissible, and if you have
6 something to say, we will be happy - the Commission
7 meeting with an open microphone at some point, and please
8 come and share your views, but I can't talk to you about
9 them now. I have that same pressure on me in my other
10 life because, as a litigation consultant, I can't be
11 having ex parte conversations with the people involved in
12 the trial, and so if an opposing counsel came up to me in
13 a restaurant and said, "Let's talk about this case," I'd
14 have to say, "I can't do that, and you know I can't do it,
15 and frankly, you can't do it either."

16 VICE CHAIR CAMACHO: So you have some familiarity
17 with that process because of your litigation segment of
18 your consulting firm.

19 MR. HAMM: I do.

20 VICE CHAIR CAMACHO: Your work on the analysis of
21 Proposition 13 in 1978 has been mentioned as being
22 exceptional. Why do you think it was exceptional, and
23 would you use similar tools to ensure the Commission's
24 work was exceptional?

25 MR. HAMM: It was exceptional because Peter

1 Schaafsma did most of the work and I had the good sense to
2 see that it was exceptional and not get in his way, to be
3 as blunt as I can about it. How would I work to ensure
4 exceptional products from the Commission? I'd look for
5 Peter Schaafsma's wherever I could find them and try to
6 bring on the best staff possible, people with the
7 technical abilities, the people skills, and the
8 credibility to do the work. That's why I, again,
9 respectfully think that the architects were wrong in
10 looking for analysts like me. What you need is people who
11 can use analysts, but who can collaborate, who can listen,
12 who can do all of the people things that are important in
13 reaching a conclusion. But the staff is going to be
14 critical, and the Commission will need excellent staff.
15 Fortunately, there are a lot of excellent people in this
16 town and throughout the State of California, and I think
17 it will be - it won't be difficult to find very very good
18 people to work on this. But that's the key. Most of what
19 you see in my resume is not so much a tribute to me, it's
20 a tribute to the people who worked with me and made me
21 look good. And I think this is true of most people who
22 have had the kind of experiences that I had. Any success
23 I enjoyed at the Legislative Analyst's Office was due to
24 the 95 people who were doing all of the work. I mean, I
25 was there late at night working with them, but without

1 them, without their good sense, their intelligence, their
2 dedication, you would not be saying nice things about me
3 right now because I wouldn't be worthy of them.

4 VICE CHAIR CAMACHO: Okay. You state in your
5 application that compliance with the Federal Voting Rights
6 Act has not been sufficient to elevate voting rates for
7 racial and ethnic minorities. What do you think the
8 Commission can do to increase those rates?

9 MR. HAMM: Well, I think if the Commission follows
10 the criteria set forth in the Voters First Act, and draws
11 districts that are compact, that are contiguous, that
12 respect communities of interest, the Commission will do a
13 lot to get rid of the idea that there is no reward in
14 participation, that people will begin to think, "Hey, my
15 voice will be heard. I can make a difference by
16 participating." And I think that will bring forth more
17 people into the political process, cause them to vote, and
18 it is more than just voting, of course, I mean, with North
19 Korea, they have 99.9 percent of the eligible people vote,
20 we don't want that system, it's more than voting, it's
21 being able to vote freely, and it's also being able to
22 vote with information, and to be a participant in the
23 process. To go to candidate nights, to read the ballot
24 pamphlet, all those things are important in order to make
25 participation meaningful. But, I think that if people

1 don't look upon this election process as somehow rigged,
2 that they're pre- or foreordained, I think that there will
3 be more participation.

4 VICE CHAIR CAMACHO: Thank you, that's all the
5 questions that I have.

6 MR. HAMM: Okay, thank you.

7 MS. RAMIREZ-RIDGEWAY: Ms. Spano.

8 PANEL MEMBER SPANO: Good morning. How are you?

9 MR. HAMM: I am very well. How are you, Ms.
10 Spano?

11 PANEL MEMBER SPANO: Fine, thanks. Tell us about
12 community concerns in Contra Costa and describe the
13 different communities of interest you are aware of,
14 including the interests and issues that bind together the
15 members of that community.

16 MR. HAMM: Well, Contra Costa County is one of the
17 most diverse counties in California in terms of
18 communities of interest. I think the interest of the
19 people who live in Blackhawk, which is a very very
20 exclusive portion of the San Ramon area, probably see the
21 world very very differently than people who live in North
22 Richmond, but they're both part of the same county. And
23 the people in North Richmond, my understanding from
24 reading the papers and talking to people, mainly my wife,
25 who is very active in the affordable housing area, is that

1 their concern is jobs, housing, health care, I think those
2 are the three most important things that I understand the
3 people of North Richmond are concerned about. I don't
4 think the people in Blackhawk are concerned about
5 healthcare, I don't think they're concerned about jobs,
6 probably more now than they were five years ago, but I
7 don't think that's a major concern. I think they're
8 concerned about education for their children, they're
9 concerned about taxes, they're probably concerned about
10 the size of the State's Budget Deficit. But then you have
11 Concord, and neighborhoods in Concord where there are
12 Latino communities and their concerns are undoubtedly
13 different from those in North Richmond because Concord is
14 very different from North Richmond. I am sure the jobs
15 and healthcare are a fundamental concerns, at least in
16 some neighborhoods. Concord has some well to do
17 neighborhoods and some not so well to do neighborhoods,
18 but I live in what is called the La Morinda area of
19 Lafayette, Moraga, Orinda, we have a number of very well
20 to do families in that area, we also have some people who
21 live in one-bedroom apartments and commute on BART into
22 the City. Their concerns area going to be about
23 transportation, BART fares, BART service, as well as
24 housing and community services. So, it's a very very
25 diverse county. My wife is, as I mentioned a few minutes

1 ago, is Chair of two Boards of Directors for affordable
2 housing organizations and is a member of a third, or has
3 been a member of a third, so she is much more in touch
4 with the communities that comprise Contra Costa County
5 than I am, but through her, I learn about the concerns and
6 I never cease to be impressed with the diversity of that
7 county. Have I addressed your question?

8 PANEL MEMBER SPANO: Sure. Are these the types of
9 issues you think the CRC would be hearing if you were to
10 go out and do outreach?

11 MR. HAMM: I am sorry, I could not hear that.

12 PANEL MEMBER SPANO: Would some of these concerns
13 be ones, some of the issues of this community, that you
14 believe the Community would be hearing?

15 MR. HAMM: Well, I think they would be hearing
16 that, but, again, what the focus needs to be on is what is
17 a community of interest? What are the boundaries? And a
18 common concern about four issues is very helpful in
19 identifying what the boundaries are. Again, the
20 Commission is not going to solve these problems, what it's
21 going to do is provide lines that keep communities of
22 interest intact. But I think the concerns and issues that
23 people have is a very useful way of identifying
24 communities of interest. There are other ways, but that
25 is certainly a useful way of doing it.

1 PANEL MEMBER SPANO: Thank you. You say you are
2 aware of these issues through your wife, she is concerned
3 about these, have you made any efforts yourself,
4 personally, to understand the different interests and
5 issues in your community?

6 MR. HAMM: Certainly, I read the newspaper. I
7 talk to people. I have a lifelong interest in public
8 policy and public issues, a lot of these issues I'm still
9 familiar with from the work I did at the Legislative
10 Analyst's Office, when I was a Legislative Analyst, I
11 traveled all over the state, talking to people, trying to
12 understand how they related to state programs, what
13 programs were working, what weren't working, what
14 addressed their needs, what didn't, so I have a wealth of
15 knowledge from those nine years that I spent at 925 L.
16 Street here. But I consider myself a very well informed
17 citizen. I try to stay on top of the issues. When there
18 are matters that come before the Board of Supervisors in
19 Contra Costa County, I pay attention. I may, if I'm
20 sufficiently motivated, go over to Martinez and give
21 testimony, although I try not to do that, or I don't do
22 that very much these days, but I'm not totally dependent
23 on my wife, at least not for that dressing and putting on
24 a necktie as I am, but I have other means of supplementing
25 the information that she gives me, and I do reach out and

1 try to learn more about my neighbors in Contra Costa
2 County and what's on their mind, and so I can be a better
3 voter when I go into the polling booth.

4 PANEL MEMBER SPANO: What types of areas and
5 issues did you encounter during your work and travel at
6 the Department of Finance, well, not in the Department of
7 Finance, but your work at LAO?

8 MR. HAMM: If the State is involved, then I
9 encountered that issue. Back when I was a Legislative
10 Analyst, one of the big issues was AIDS. When I started,
11 nobody had ever heard of AIDS; when I left, AIDS was a
12 huge issue and I spent a lot of time talking to public
13 health officials in San Francisco, San Diego, as I recall,
14 and other places, about that. English as a second
15 language was a huge issue, particularly as more and more
16 Southeast Asian families came to California. This was a
17 particular challenge in Orange County and Southern Los
18 Angeles County, and I visited a number of English as a
19 second language programs down near - I can remember one
20 instructor saying how difficult it was to teach English to
21 someone who was not literate in their primary language
22 because they had not had the good fortune that I had had
23 in order to go to school and learn it. Job training was a
24 big issue. Healthcare was a big issue. A perennial issue
25 at Budget time was to what extent should welfare grants be

1 adjusted for increases in prices, and how should they be
2 adjusted. Prisons was a huge issue because that was a
3 period of very rapid growth in the prison population. We
4 were double and triple selling inmates, we were building
5 prisons right and left, and whether you did a lease
6 purchase or some other way of building them, that was a
7 big issue. Taxes, always a big issue, special funds,
8 rates thereon, which special funds to take money from.
9 The analysis for the 1979-1980 was 2,000 pages long, and I
10 don't think there was anything that the State of
11 California did in that period that we didn't address in
12 that analysis, and I won't say that I personally visited
13 programs for each and every one of those issues, but for
14 many many. I'd been to Folsom and San Quentin Prison, I'd
15 been to health clinics throughout Los Angeles, to county
16 hospitals, to job training programs, to farm labor camps,
17 I mean, it was a fantastic opportunity for somebody with
18 my interests to get to see first-hand the incredible
19 breadth and diversity of both the problems and the
20 programs that exist in California.

21 PANEL MEMBER SPANO: How do you feel that works to
22 benefit you on the Commission?

23 MR. HAMM: I am sorry, I could not hear.

24 PANEL MEMBER SPANO: Oh, how do you feel that this
25 work that you have done will benefit the Commission?

1 MR. HAMM: Well, I think that, again, since the
2 issues of Californians have, or the goods that
3 Californians have, will make it easier to determine the
4 boundaries of communities of interest. I think my
5 familiarity with these issues and these concerns will be
6 helpful. Again, the Commission is not going to be able to
7 help a Southeast Asian family learn English and get a job
8 and get adequate healthcare, but, on the other hand, if
9 the process of selecting Legislators is made - is given
10 more legitimacy in the Legislature, becomes more effective
11 in addressing these problems, we will have indirectly made
12 a contribution. But I think a familiarity with the
13 people, with the kinds of issues that they face, where
14 they live, the geographic diversity, the demographic
15 diversity, I think all of that will help in drawing those
16 boundaries around community interests. Most of what
17 Commissioners have to do, or a lot of what they have to do
18 is fairly easy, complying with the U.S. Constitution,
19 that's a "gimme," that's not going to take any time at all
20 to do, the Voter Rights Act, that's different, that is
21 going to be a challenge, and the Commission is going to
22 need some very very fine legal analysis and advice in
23 order to do that. But determining political boundaries?
24 Easy. We know where the County boundaries are. We know
25 where the City boundaries are. The tough part is

1 communities of interest, and that's terribly important
2 because if the Commission gets that wrong, then the
3 process won't have the legitimacy that it needs, and then
4 the Legislature will not have the legitimacy, and we won't
5 get the breadth and diversity of voices through the ballot
6 box, we won't get the ability to make tough choices. So
7 it's all very very important.

8 PANEL MEMBER SPANO: Yes, it is. Would you
9 consider yourself having great time management skills?

10 MR. HAMM: Yes, I would. I've had to develop
11 those skills, it doesn't come naturally to me, Ms. Spano,
12 I'm very interested in a variety of things and it would be
13 easy for me to get distracted and go chasing rabbits down
14 a tunnel and neglect the things I'm supposed to do, but
15 I've generally had far more things on my plate than I had
16 the ability to do, and so I had to set priorities, I had
17 to manage my time effectively, and over a 41-year career,
18 I've trained myself to do that. I had to do the same
19 thing at home, by the way, I've been married to the same
20 wonderful woman for 40 years next month, and I have
21 responsibilities that I have to fulfill there, and that
22 requires time management, as well.

23 PANEL MEMBER SPANO: Knowing that you are
24 obviously aware of what the challenges and tasks ahead of
25 you as a Commissioner, how do you propose the most

1 important tasks are undertaken by the Commission and the
2 schedule of those tasks?

3 MR. HAMM: Well, I think the Commission is going
4 to have to invest time right at the front end, to do two
5 thing; before you look at maps or demography or geography,
6 or communities of interest, the Commission is going to
7 first of all have to set a timetable that's guaranteed to
8 produce the Maps by the statutory or Constitutional
9 deadlines, guaranteed to do that, and it's going to have
10 to invest time in interviewing and selecting the best
11 staff it can possibly get in order to help it do its work.
12 And so, I think a combination of good planning and
13 scheduling and good staff work is going to take you a long
14 way. Now, in addition to that, I think the Commission is
15 going to have to be very disciplined, and I have had this
16 experience on other panels and commissions with impossible
17 deadlines. You have got to adopt rules, for example. One
18 rule I would propose if I were selected for the Commission
19 is, when the Commission meets, it is assumed that
20 everybody has reviewed the briefing material in advance,
21 we are not going to sit and read the briefing book during
22 our time together, we're going to go forward with the
23 briefing book. And I think that rule works very well.
24 Now, it's great when I fly to Washington for a panel
25 meeting because that's a long flight and I can read the

1 briefing book, but people who live in Bethesda, they don't
2 have a five-hour flight and it's more difficult for them.
3 I think that's the key, good planning, good staff, tight
4 rules so that you use your time together efficiently.

5 MS. HAMEL: Five minutes.

6 PANEL MEMBER SPANO: Can you tell us a little bit
7 about why it was important to you to actively recruit
8 African-American, Hispanic, and Asian candidates
9 throughout the state?

10 MR. HAMM: I can. It has to do with the wisdom of
11 crowds, and it's more than the wisdom of crowds in this
12 respect. I don't think a bunch of white males, no matter
13 how smart they are, can make good decisions that affect
14 people of all races and all ethnicities, no matter how
15 dedicated they are, no matter how good their intentions
16 are, because they will see the world differently than
17 other groups. And in order to get a comprehensive picture
18 of the world, we need to have sets of eyes from those
19 other groups, helping us look at the world. It truly is
20 the wisdom of crowds, that collectively we are smarter
21 than the sum of our parts, and by bringing in different
22 points of view, different life experiences, different
23 perspectives, we all become smarter. And I felt that way
24 from the first day on the job - let's not say that - but
25 certainly the first year I spent at the Bureau of the

1 Budget in 1969, it became very apparent to me that we were
2 missing something. We were missing a very important
3 perspective. When you talk about programs that are
4 serving everybody, but the people who were analyzing them
5 all have a very limited perspective on those, and that's
6 why I was very eager when George Schulz started the
7 Community Relations Representative Program because you
8 can't do good analysis if you don't have all of the bases
9 covered.

10 PANEL MEMBER SPANO: I'm curious, what about any
11 considerations for other candidates from backgrounds in
12 other race and ethnicity groups?

13 MR. HAMM: I think that - I don't think while I
14 was Legislative Analyst that I recruited or hired
15 American-Indians, or Alaskan Natives, although I would
16 have been very receptive to doing so, I just don't think I
17 was smart enough to reach out to those groups, but we
18 hired African-Americans, Hispanics, many many many Pacific
19 Asians. I think we had a very diverse workforce, but I
20 could have done better. I do regret the fact that, having
21 graduated from Dartmouth College, a college that was
22 started to serve the Indians, I was not able to hire a
23 single American Indian, and that just was - as I say, I
24 wasn't smart enough to know how to reach out to those
25 groups, but it is important, the wisdom of crowds.

1 PANEL MEMBER SPANO: Thank you. How much time do
2 I have?

3 MS. HAMEL: A minute and a half.

4 PANEL MEMBER SPANO: I have one more question for
5 you. Given the diverse work group, what were the group
6 dynamics and how was cohesiveness achieved?

7 MR. HAMM: The group dynamics were great. And how
8 did we do that? I think it was a lot easier because the
9 people we hired had gone to school with diverse
10 classmates, and so it wasn't so much that the Legislative
11 Analyst's Office had to show people how to work together,
12 we had the good fortune that they had learned how to work
13 together before they came. I think we had a very high
14 esprit de corps, and everybody bought into that. We
15 thought very modestly, we did the best work in state
16 government, we were very proud of the work we did. We
17 thought we were the people who were doing the most to
18 advance good public policy, and I think people bought into
19 that - high motivation, if you went to the Legislative
20 Analyst's Office at 10:00 p.m. on a Tuesday night in mid-
21 January, you would find 50 people there, working on the
22 analysis, and very little frustration, very little
23 antagonism, no antagonism that I recall. But I think it
24 was a combination of a mission that united people, the
25 fact that we brought in people who already were accustomed

1 to working with others who came from diverse backgrounds
2 and understood the advantages -

3 MS. HAMEL: Time.

4 PANEL MEMBER SPANO: Thank you.

5 MS. RAMIREZ-RIDGEWAY: Your 20 minutes are up. I
6 don't know if panelists have follow-up questions, or if
7 you wish to allow Dr. Hamm to finish the sentence he -

8 MS. HAMEL: Sorry.

9 PANEL MEMBER SPANO: May I? Okay, would you like
10 to finish?

11 MR. HAMM: Yeah, I think I was almost finished,
12 Ms. Spano, but I think the mission was very important and
13 it is so much easier when you have everybody buys into a
14 mission, then you're all colleagues, you're all part of
15 the same band, and you have a loyalty to one another. And
16 I think that, of all of the places I have worked, the
17 Legislative Analyst had the best environmental conditions,
18 it was just a very stimulating place. I don't think I did
19 anything to promote that, I tried to treat people fairly,
20 I tried to contribute to a good environment, but I think
21 the mission did my work for me.

22 PANEL MEMBER SPANO: Okay, thank you.

23 MS. RAMIREZ-RIDGEWAY: Panelists, are there
24 follow-up questions?

25 CHAIR AHMADI: Not from me.

1 VICE CHAIR CAMACHO: Not at this time.

2 MS. RAMIREZ-RIDGEWAY: I have a few questions for
3 you, some of them are probably pretty short. You are on a
4 number of Boards and panels and I'm wondering whether any
5 of those positions are appointments by either the Governor
6 or a member of the Legislature, or the BOE, Congress, or
7 elected official?

8 MR. HAMM: In the past, I did serve on a board or
9 a commission, a State Commission, I guess it was an
10 advisory board, where I was appointed by the President Pro
11 Tem of the Senate. But currently, I am not serving on any
12 boards or panels or any other organizations of an
13 appointed nature, as you suggest in your question,
14 counsel.

15 MS. RAMIREZ-RIDGEWAY: And what was the position
16 on the advisory board, and when was that?

17 MR. HAMM: It was the California Earthquake
18 Authority's Advisory Board, and I would have to check my
19 CV for the years. I think it was maybe like 1999 to 2004,
20 or something like that, it was quite a while ago.

21 MS. RAMIREZ-RIDGEWAY: Okay. I noticed that you
22 have a number of consulting businesses. I saw LECG,
23 Berkeley Research Group, and I think there was another one
24 in there. Are any of the clients that you serve on those
25 businesses affiliated in any way with the Legislature or

1 the Governor's Office, or members of the BOE?

2 MR. HAMM: No. And let me just, counsel, clarify.

3 For 14 years, I worked with LECG. In June, I left LECG
4 and joined the Berkeley Research Group, BRG, so I just
5 have one affiliation currently in that regard. And as far
6 as I know, no, we don't have any active or recent
7 engagements where the Governor or the Legislature, or some
8 committee of the Legislature, is the client.

9 MS. RAMIREZ-RIDGEWAY: Okay. You mentioned also
10 that you had been called to testify before the
11 Legislature. Is that as part of your business capacity as
12 a consultant? Or how were you called to testify? I
13 understand you probably did it many times with LAO, I
14 meant in your consulting businesses.

15 MR. HAMM: In some cases, it has been because of
16 my previous incarnation as a Legislative Analyst, I was
17 called to testify on a proposition that would have cut the
18 Legislature's budget, and testify on how that would affect
19 the Legislative Analyst's Office. I have been called to
20 testify on salaries for State employees, again, not
21 because of any work that I did in my consulting capacity,
22 but because of my previous incarnation. In addition, I
23 have been retained - I will give you a good example - one
24 issue that has faced the State is how should the income of
25 multi-state or multinational corporations be apportioned

1 to California for Corporation tax purposes, and without
2 getting into the details, it has been a very hot issue,
3 and I have been retained three times by three different
4 clients to provide an economic and fiscal analysis of
5 alternative ways of apportioning income, and on at least
6 one of those occasions, I was asked to testify before the
7 Senate Rev and Tax Committee on my findings and
8 conclusions. I also testified on the so-called Reiner
9 Initiative to make pre-school an entitlement in
10 California, and there was a joint hearing of the
11 Legislature to discuss that initiative, and I was called
12 to testify in front of that because I had done some work
13 on that initiative.

14 MS. RAMIREZ-RIDGEWAY: So when you say you were
15 called to testify, that is by your clients, or by members
16 of the Legislature or their staff?

17 MR. HAMM: As far as I know, by my client.

18 MS. RAMIREZ-RIDGEWAY: You also indicated that
19 there was an instance in which a speaker or former speaker
20 called to pick your brain on how to improve things?

21 MR. HAMM: Yes.

22 MS. RAMIREZ-RIDGEWAY: I wondered if you could
23 give us the details of that, including when it transpired.

24 MR. HAMM: It was about, I would say 10 or 12
25 years ago - about 10 years ago, I think - and I had spoken

1 before, or testified before a committee, and apparently,
2 as I recall, and it is very very sketchy now, but as I
3 recall the speaker had me on the squawk box, or one of the
4 staff did, and somebody came up to me and asked if it
5 would be okay for the speaker to call me, is there anybody
6 in California that would say no to that question? I said
7 yes, it would be fine, and he called and it was very
8 informal. I knew it was not going to lead to an
9 engagement of any kind, he asked me if based on my
10 experience, I had any advice for him. You know, I can't
11 remember what the issue was, the one thing I do remember
12 is that he did much more talking than I did. And I don't
13 know whether I was at all helpful to him, but it was quite
14 a few years ago.

15 MS. RAMIREZ-RIDGEWAY: What kind of lawsuits are
16 you called to testify in?

17 MR. HAMM: Mostly breach of contract cases that
18 have a heavy economic dimension. My best client is the
19 United States Department of Justice, which as you can
20 imagine, is frequently sued, and it has probably hired me
21 15 or 20 times to review documents and formulate opinions
22 on the extent to which the Plaintiff, the party suing the
23 Government, was harmed as a result of the Government's
24 action in breach of contract. And so this involves
25 building a model of what we call the "but for world," here

1 is what the world would have looked like if the Government
2 had honored its contract. Here is how the results in the
3 but for world would have been different from the results
4 in the real world and the difference is the damages that
5 the government should rightly award to the non-breaching
6 party. That's a typical case. The cases typically
7 involve financial institutions because I have 10 years of
8 experience, or nearly 10 years of experience, in the
9 industry, mortgage lending, predatory lending, that's
10 another area where I've been hired by the Federal Trade
11 Commission, as well as a class action class that was suing
12 a large mortgage lender. There, again, it would be to
13 what extent were homebuyers damaged by the unlawful
14 actions of the mortgage lender in promising one thing and
15 delivering another thing. I do just compensation work
16 where the government is found to have taken property
17 either physically or by regulation, and how much
18 compensation should be paid to the Takee [sic] under those
19 circumstances. It is all economics, it is all trying to
20 determine how much of an award will achieve justice in
21 terms of making the plaintiff whole.

22 MS. RAMIREZ-RIDGEWAY: As you, I think, alluded to
23 earlier, you understand that the Department of Justice is
24 one mechanism for obtaining pre-clearance for the Maps
25 that the Commission will submit. You don't expect that

1 your relationship as an expert for the Department will
2 create any issue or at all compromise the process of
3 preclearance for us, do you?

4 MR. HAMM: Absolutely not. From what I know of
5 the DOJ attorneys, they are totally committed to justice,
6 I notice that when I deal with them on cases and it would
7 have absolutely no effect.

8 MS. RAMIREZ-RIDGEWAY: Do you happen to personally
9 know or have worked with any of the other applicants in
10 the pool that you are aware of?

11 MR. HAMM: When you released the list of 120, I
12 did look at it, and I don't believe that I know any of the
13 other 119. But, again, I'm almost 68, my memory is not
14 quite as good as it used to be, so I may have missed
15 somebody, but I don't think I know any of them.

16 MS. RAMIREZ-RIDGEWAY: You talked quite a bit
17 about your experience with the LAO sort of going
18 everywhere in the state and seeing much of everything.
19 I'm wondering what you learned about the life experience
20 of California's minority groups in your travels and in
21 your work on behalf of the Legislative Analyst's Office.

22 MR. HAMM: Well, it is certainly very apparent
23 that the benefits of the good life in California are not
24 distributed evenly amongst the various ethnic and racial
25 groups that comprise California. I think one of the - I

1 knew this before I came to California, but I think one of
2 the most disturbing things is to see the much higher rates
3 of unemployment, of unsatisfactory health care, for
4 education that African-Americans and Hispanics have to
5 experience in California. Look at today, Black teenagers,
6 the unemployment rate is 40 percent - 40 percent - two out
7 of every five black teenagers wants a job and doesn't have
8 one. And if we got the discouraged black teenagers in the
9 statistics, it would be much much higher. And that, the
10 unequal distribution of benefits, is something that all of
11 us should be shocked by and should be upset by and should
12 be committed to do something about.

13 MS. RAMIREZ-RIDGEWAY: How does California benefit
14 from having its diverse population participate in the
15 electoral process, and how will you ensure as a
16 Commissioner that all Californians have an equal
17 opportunity to effectively participate in that process?

18 MR. HAMM: Well, I don't know as a Commissioner
19 that I could make that assurance, but what I would do is I
20 would be completely committed to applying a criteria in
21 the Voters First Act, and I think the most effective way
22 of achieving the results, counsel, that you alluded to, is
23 to ensure that communities of interest are respected in
24 the line drawing process, so that minorities are not
25 discouraged from participating because they are kind of -

1 that they are not part of a community in which they think
2 their voice will be heard. I mean, a lot of this is
3 reality, a lot of it is perception, and it's vital that
4 people believe that, if they do speak up, that their voice
5 will be heard. I think this is, as I indicated in
6 enumerating the benefits from the Commission's work if it
7 is successful, I think this is one of the two key
8 benefits, that and more legitimacy for the Legislature.
9 And we are a better people, we make better decisions, we
10 adopt better policies when we have the input from the full
11 spectrum of people affected by those policies; to the
12 extent that we don't have that benefit, we make sub-
13 optimal policies. Again, it's the wisdom of crowds, I
14 know it's a mantra I've used this morning, but it's
15 something that I very much believe in, and have believed
16 in for 40 years. But, again, I think that the
17 Commission's charge is to draw boundaries that comply with
18 those criteria. I think if it does that, it will bring
19 forth new voices into the political process, and we will
20 all be better for that, but the criteria have to dictate
21 what the Commission does. That's the law, that's the
22 Constitution.

23 MS. RAMIREZ-RIDGEWAY: Thank you. I don't have
24 any further questions at this time. Panelists?

25 CHAIR AHMADI: I do have one follow-up question.

1 Can I start now?

2 MS. RAMIREZ-RIDGEWAY: Absolutely.

3 CHAIR AHMADI: Thank you. In one of your
4 responses to the standard questions, you mentioned that
5 you shared your experience being one of the 25
6 Commissioners on the California Citizens Budget Committee,
7 and I am impressed with the way you described how you
8 resolved the conflict that was about some members of the
9 commission was for two-thirds majority, and some were not.
10 And if I heard you correctly, you said that you were one
11 of those who favored two-thirds. Why is that?

12 MR. HAMM: Well, at the time, and this is still
13 true, I thought that the Commission was on the wrong
14 track. I thought what we needed to be talking about was
15 the disconnect between what people want from their
16 government and what they're willing to spend for those
17 things that they want, and that's a real problem. The
18 problem is not structural. If it was structural, it would
19 be easy to solve. And I think it would have been solved a
20 long time ago. So it wasn't an intellectual commitment to
21 a two-thirds vote for the Budget. I can make a very
22 strong intellectual case for two-thirds vote for tax bills
23 and would be happy to do that if that would be helpful,
24 but it was more a frustration that I thought that the
25 Commission was looking at the wrong things, it was looking

1 too much to process and not enough at the true substantive
2 issues. And I certainly wasn't an outspoken advocate for
3 retaining the two-thirds vote, but I think I had enough
4 credibility with the - most of them were representatives
5 of the business community, the people who did, but when I
6 came to them after my conversation with my co-conspirator
7 and said, "Look, this is a good compromise for you
8 because, yes, it'll be easier to, when extending bills,
9 but revenues are what ultimately control spending, at
10 least that is what I thought at the time, I'm not sure I
11 believe that anymore, but at the time I thought that was
12 true, and I was able to convince enough members of the
13 Commission that that was the case, and they went along
14 with the compromise.

15 CHAIR AHMADI: Thank you, sir. And you also
16 mentioned about, I believe, if I heard you correctly, you
17 mentioned something about nine votes may not be enough for
18 the Commission's approval of any boundary lines. Do you
19 have any ideas about - well, let's hear what you mean by
20 that - what would you be happy with in terms of the number
21 of votes?

22 MR. HAMM: Well, I would be delighted with 14
23 votes. I mean, nine is sufficient to pass the
24 Constitutional test, with nine votes, you can present the
25 new Maps to the voters for approval.

1 MS. HAMEL: Five minutes.

2 MR. HAMM: But I think that, in order to get
3 widespread acceptance, which is what you need, you can't
4 have a minority report from four, or five of the 14
5 Commissioners who say, "We don't agree with this," even if
6 they're spread out between Democrats, Republicans, and
7 declines to state, or I should say, non-Democrat/non-
8 Republicans. So, in an ideal world, 14 members of the
9 Commission unanimously vote to approve these Maps, that
10 may not be achievable, but it sure would be better to have
11 12 votes than nine because, then, you've got almost a
12 unanimous verdict and the two dissenters are not nearly as
13 important than if more than a third of the Commission is
14 dissenting, that's the point I'm making. I mean, this has
15 got to work, it's terribly important that it works, and
16 there are a lot of pitfalls, and one of them is a split
17 commission that is able to get to nine votes, but does not
18 command an overwhelming vote, and that's what I think it
19 needs.

20 CHAIR AHMADI: Thank you, sir.

21 MR. HAMM: You're welcome.

22 MS. RAMIREZ-RIDGEWAY: Ms. Camacho or Ms. Spano?

23 VICE CHAIR CAMACHO: Go ahead.

24 PANEL MEMBER SPANO: It might be long, so go
25 ahead.

1 VICE CHAIR CAMACHO: With your experience, there's
2 going to be different roles that a Commissioner is going
3 to perform, or bring their best skills forward. You were
4 saying that your skills is more analytical. Is there
5 other skills that are unique, that you could bring
6 forward?

7 MR. HAMM: Well, I do think, Ms. Camacho, that I
8 am a good collaborator. I've had a lot of experience in
9 collaborating with equals. I mean, all of these panels
10 and commissions and boards that I've served at, I was one
11 of many, and my MO is always the same, I try to get to
12 know my commissioners, get them to trust me, establish the
13 fact that I can trust them, and develop a rapport because,
14 once you have that rapport, you can deal with issues more
15 effectively, you can talk about them, and nobody thinks
16 it's personal that I can disagree with you, but because
17 you and I have established a personal relationship and we
18 trust each other and we respect each other, you know that,
19 in disagreeing with you, I'm not condemning you, I'm not
20 belittling you, I'm simply expressing a different point of
21 view, but I want to hear yours, and I want you to share
22 yours with me, and let's talk about it. And let's look at
23 it from different ways. And so I think I am good at that.
24 I think I do that effectively. Clearly, my two best
25 skills, or those that I think are important because my

1 whole professional career has revolved around them, is,
2 one, analysis, I mean, that's what I am, I'm a
3 professional analyst and, two, I have a long history of
4 success and objectivity and impartiality and suppressing
5 my own personal views. I can tell you I had strong views,
6 I had strong views at the Legislative Analyst's Office,
7 and sometimes the positions I took were not in keeping
8 with those strong views because I was committed to
9 objectivity and to the analysis, and there's no room for
10 bias and personal prejudices in that kind of work, and so
11 I know I can do that, as well. I'm sure you have better
12 listeners in your pool than I, and you may have people
13 with more open mindedness, people with better judgment.
14 But I certainly think I can collaborate, I think I'm a
15 good listener, and so I think I bring those skills, as
16 well. And, as I have told you, I don't think analysis is
17 as important as the architects of the measure think.

18 VICE CHAIR CAMACHO: Thank you.

19 MS. RAMIREZ-RIDGEWAY: There is less than a minute
20 remaining, Ms. Spano.

21 PANEL MEMBER SPANO: No, I will pass, that's okay.

22 MS. RAMIREZ-RIDGEWAY: Would you like to make a
23 very brief closing statement?

24 MR. HAMM: I will just express on behalf of the
25 people of California the gratitude to you all, I say this

1 not to be trite, interviewing 120 candidates over a five
2 or six week period is just an enormous and difficult
3 undertaking and you are to be commended, and don't let
4 your energy flag. Maintain your stamina, it's all worth
5 it.

6 MS. RAMIREZ-RIDGEWAY: Thank you so much for being
7 a part of it.

8 MR. HAMM: Thank you, all.

9 PANEL MEMBER SPANO: Thank you.

10 MS. RAMIREZ-RIDGEWAY: Let's recess until 2:44.

11 (Recess at 12:29 p.m.)

12 (Back on the record at 2:44 p.m.)

13 MS. RAMIREZ-RIDGEWAY: We'll go back on record.
14 We have with us, today, Xandra Kayden. And are you ready
15 to begin?

16 MS. KAYDEN: Yes, I am.

17 MS. RAMIREZ-RIDGEWAY: Wonderful. What specific
18 skills do you believe a good Commissioner should possess?

19 Of those skills which do you possess, which do
20 you not possess, and how will you compensate for it?

21 Is there anything in your life that would
22 prohibit or impair your ability to perform all of the
23 duties of a Commissioner?

24 MS. KAYDEN: Okay, let me start with the last
25 one because I might have other things to say. No, there

1 isn't anything.

2 As to the skills that I think the Commissioners
3 ought to have, probably listening attentively and with
4 empathy is probably one of the most important.

5 I think they should be able to -- need to be
6 able to distinguish between facts, and opinions, and
7 misperceptions and be able to draw people out.

8 I think they also need to -- they need to
9 understand where people are coming from and not project
10 too much on that.

11 Another important function, I think, for any
12 group that meets publicly is to be able to run a meeting
13 effectively. Roberts Rules of Orders is a good guide.
14 But I think the meetings need to be fair, they need to be
15 civil, and I think they need to be focused and responsive,
16 probably with a touch of humor because everyone will be
17 nervous talking about something that really matters to
18 them.

19 I think the Commissioners ought to be solution
20 oriented, looking for the big pictures and the connections
21 that there are between communities, and how you might use
22 the opportunity to draw district lines to build
23 communities. To build on what there is and how things
24 might fit together better.

25 I think the Commissioners need an analytic

1 ability. And I don't think I've heard much of this
2 before, but I think Commissioners need to have an
3 understanding about how government and politics work,
4 because this isn't done in the abstract and we need to
5 know what we're building and drawing lines for.

6 In terms of what -- my abilities, I'm trained as
7 an interview-based research. I've done interviews all my
8 professional life in organizations, and also of
9 individuals. Probably as a sign of my success as an
10 interviewer was my last book, called Surviving Power,
11 which is about the experience of power and what happens
12 when you lose it, and I interviewed people who were out of
13 power.

14 What they really wanted to say and were never
15 able to say is but I want to be in power. And the problem
16 is that it doesn't sound very democratic to say that. So,
17 the opportunity they had to actually talk to someone about
18 something that they weren't able to talk to I think kind
19 of helped them, and it was an indication of the kind of
20 trust and rapport I was able to establish.

21 Also, as an interviewer in organizations, I
22 found that when I talked to people, told them I was going
23 to talk to other people, and they knew that, they tended
24 to be more open about what they thought was really
25 happening because they knew I was going to ask someone

1 else what they thought was happening and they were a check
2 on each other.

3 The other thing is that when you're around and
4 ask, which I don't think the Commission will have that
5 opportunity so much, but when you're around for a day or
6 so, or two weeks or so is what I would usually be around,
7 as often happens in life they would listen -- they would
8 hear, they would respond to what you're asking, but then
9 they think about it afterwards.

10 And then they could come back afterwards and
11 say, no, but this is what I really think, on this is what
12 I thought about afterwards and I've changed my mind.

13 That opportunity also comes, I think, from
14 established -- the capacity to establish rapport.

15 I have an understanding of California history,
16 and particularly urban history.

17 I was very fortunate after I came out to
18 California, about 21 years ago, to be the director of a
19 commission that drafted the city's ethics code in Los
20 Angeles.

21 I had two important qualifications, I was an
22 expert in campaign finance and I was not from Los Angeles.

23 And so, in my east coast political science
24 wisdom, I came to the conclusion that what was wrong with
25 the City had very little to do with its ethics, per se,

1 but with the structure of the City.

2 When it was -- when the last charter was
3 written, in was 1923, at a time when every major American
4 city was inundated with immigrants and we closed the
5 borders.

6 At that point Los Angeles was the most white,
7 Anglo-Saxon, Protestant, middle class city in the nation.
8 And the kind of charter it wrote is the kind of charter
9 that populates many of the southwestern cities, and that
10 is it was a progressive era charter, designed with good
11 intentions, but the expectation was that government is not
12 about politics, it's about administration, the right
13 people will make the right decisions, and there's very
14 little -- and very little opportunity for engagement of
15 citizens because, actually, only the right people will do
16 it.

17 The government was designed to oust power, which
18 is a typical American attitude; we've always been
19 suspicious of power. But the power they were after was
20 the big business, particularly of the railroads and the
21 political parties, who were controlled by the railroads.

22 As a consequence today, when we are inundated
23 with immigrants, we have no mediating institutions to help
24 bring them into the political system. And I think that's
25 characteristic of California, more so than any other state

1 that I have been to.

2 We have an attitude that's strongly anti-
3 political and anti-partisan and I think, frankly, we need
4 that kind of a mediating institution to help bring
5 together the different communities that live in Los
6 Angeles, and in California.

7 What I was fortunate to do was I wanted to write
8 a book about that and to do research. So I had foundation
9 grants for two years to wander around the City, talking to
10 and meeting people in six communities, and I was looking
11 at organizations in the communities.

12 They were Chinese, Korean, Filipino, African
13 American, Mexican American, and I think there was one
14 other. Maybe it was five.

15 But I was looking at how the communities
16 organized themselves and how they thought about
17 government. Because it seemed that if we were going to
18 try to engage people together, we needed to -- the
19 political structure ought to mirror the structure of the
20 community and it doesn't.

21 And that's one reason, I think, that we -- we
22 have a lot of, for instance, immigrant or ethnic
23 organizations, but they are -- they don't connect to the
24 larger body politic and they don't connect very much to
25 each other.

1 For a while there I was kind of like a town
2 crier in Los Angeles, I would go from community to
3 community and say this is what this community, how they
4 handle this, and get responses that way. And it was
5 carrying news from one place to another.

6 At one point the MALDEF legal counsel said to me
7 he thought it was unlikely to bring a new -- a new
8 resident to the City, a white woman who would understand
9 the Mexican American community. But after we had lunch he
10 thought maybe I had a better view of it than he did,
11 because I could put it in context with other communities.

12 And so, I think that's a background that is
13 almost unique. It was an extraordinarily enjoyable thing
14 to do.

15 And I got involved with a number of other
16 communities. The Muslim community, I was co-chair of the
17 Muslim/Jewish dialogue for a while.

18 We had an African American Jewish leadership
19 Connection, I'm a little embarrassed about that. I'm very
20 bad at naming organizations and I named that one. There
21 are other bad names I've given to organizations over the
22 years.

23 I worked with Native Americans on work that they
24 were trying to do, the compact with the State, while I was
25 Director of Public Policy Forum at UCLA.

1 Well, anyway, a lot of groups.

2 I advocated from the chart -- from the Ethics
3 Commission that we needed a new charter and I began
4 writing for the L.A. Times as a -- about it. Built or
5 sustained a movement and we actually, much to my shock and
6 amazement, came to have not only one Charter Commission,
7 but two Charter Commissions. Competing Charter
8 Commissions, as it happened, and only by a shear miracle
9 did we actually end up with a revised charter.

10 But in the context of doing that one of the
11 things that became very clear is that people don't
12 understand how government works.

13 I taught urban politics at UCLA and my students
14 have never had a course in local government. They
15 remember taking a course on California, from which they
16 recall the missions. And I'm sure you, too, will recall
17 the missions in the context of matchsticks.

18 That's about all they knew. I had one student
19 who lived in Northridge, and she was convinced she didn't
20 live in Los Angeles so she didn't have anything to do with
21 the City.

22 It took us about 15 minutes in the class to
23 convince her that she lived in L.A., at which she said,
24 "Oh, my father will be so disappointed."

25 We -- I became President of the League of Women

1 Voters about that time, in Los Angeles, and we developed a
2 charter education project that we got funded and took
3 around the City to educate, a six-week seminar, which was
4 a kind of big thing, on what city government is, and how
5 it functions, and how the charter affected it.

6 Because I thought we needed a -- we needed to
7 build a constituency for charter perform. Just the way I
8 think we need to build a constituency for constitutional
9 reform, and I was trying to do the same with that at the
10 state level.

11 But in the end it turned out that most of the
12 people coming to take my seminar and we -- I mean, I think
13 we did around 18 of them around the City, were people that
14 worked in government at all levels, because nobody ever
15 put it together for them.

16 We don't teach civics anymore in the schools
17 very much. And I think one reason there's such dismay and
18 disbelief is people don't really understand very much
19 about government.

20 So, I think I possess both an appreciation of
21 government, appreciation of California and, personally, I
22 also believe we need a strong party system because that's
23 the best -- the only heterogeneous mechanism we have in
24 the United States and we are further apart than we've ever
25 been, widely separated in terms of our perceptions and

1 reality.

2 And I think that we need to be responsive to
3 that.

4 I have experience as a member of the League of
5 Women Voters, I was President of the L.A. League for
6 several years, I was on the National Board of the League
7 for six years and on the State Board for a year.

8 I have a lot of experience running meetings,
9 debates, forums. And it is a League culture to encourage
10 people to engage in discussion, to bring out different
11 points of view, and to reach consensus before we actually
12 take a position on anything.

13 But we do it only after we feel comfortable that
14 we have looked at all the different perspectives there
15 are.

16 And I'm also, from my earliest years, when I
17 first got involved in politics, I worked for Robert
18 Kennedy. And one lesson that I took from him, as opposed
19 to having spent a good deal of my life in academia was
20 instead of asking what's this side of the problem, what's
21 that side of problem, what's the third side of the problem
22 to ask what are you going to do about it?

23 So, I think being solution oriented is something
24 that I'm rather focused on.

25 In terms of what I don't possess, in terms --

1 well, at least I understand statistical analysis, most of
2 my work has been done in interview research. But I have
3 worked with census and campaign finance data.

4 One of my major contributions to political
5 science was when I, one year, added up all the money spent
6 in the presidential election and pointed out at a
7 conference that I think that year we spent \$230 million
8 entirely on the presidential election. I mean, and the
9 entirety including presidential expenditures.

10 And that year Proctor & Gamble spent \$648
11 million advertising.

12 So, the question is we say we spend a lot of
13 money, but what do we mean by a lot? And isn't electing a
14 president or finding a president worth more than selling
15 soap?

16 Consequently, you will hear from time to time,
17 after campaigns, people talk about Proctor & Gamble, and
18 it's the question of we say it's a lot, but what is a lot?

19 I haven't worked with redistricting, but in
20 going through my papers in preparation for this, I came
21 across something that I did, which was after we got -- we
22 succeeded with charter reform, a miracle. One of the main
23 issues of concern was people wanted neighborhood councils
24 so --

25 MS. HAMEL: Five minutes.

1 MS. KAYDEN: Okay. We put together -- I better
2 hurry. We put together a neighborhood council project and
3 I went around the City running workshops on how to put
4 together a neighborhood council.

5 Which meant, essentially, drawing lines and
6 getting people to see that.

7 In terms of other issues, conflict -- well, I
8 think I've covered a lot of things I wanted to say,
9 anyway.

10 I tend to get involved with organizations
11 because there is a conflict, like the Muslim/Jewish
12 Dialogue, or some of those other kinds of things.

13 In my career I ran a task force for students in
14 the Department of Health, Education and Welfare, after the
15 student -- or during the student rebellions in the late
16 sixties and seventies.

17 And I decided after a while that I had a longer
18 career as a woman than I did as a student, so I started
19 the first woman's program in the federal government.

20 Learning a lesson that students were not a
21 constituency of the Office of Education, they were the
22 object.

23 When I put together the Women's Action Program,
24 I tied the position of women in the department with the
25 impact of HEW programs in society. That was more

1 effective.

2 The most effective thing I did was after I was
3 out of the Department and back in graduate school I was on
4 a committee for Women of HEW, and one of my colleagues had
5 arranged an adoption of an American/Vietnamese orphan,
6 this was 1971. During the course of -- there was a study
7 done of 60 adoptions and during the course of the
8 paperwork done for the adoptions, 48 of the children had
9 died.

10 I convinced the Secretary of the Department, who
11 by that time was Cap Weinberger, thinking of running -- he
12 was thinking of running for Governor of California, that
13 he could show some leadership to move beyond, we knew we
14 were getting out of Vietnam, but we were still there, to
15 move beyond the war by taking leadership on this issue.

16 I argued that if women had been involved in the
17 war, we would not have had so many American/Vietnamese
18 orphans and, two, if women were more involved, we would
19 have been more responsive to the cultural/social
20 implications.

21 We put together a group of 12 people from the
22 different agencies that had something to do with it. Of
23 those 12 people, four ended up adopting children. They so
24 identified with the issue that they, as the most talented
25 of bureaucrats, just changed rules overnight. And the

1 whole situation just went -- my role was only to identify
2 the issue as, one, something we could do something about,
3 but also find the people who could -- who knew how to do
4 it.

5 Conflict among -- in terms of conflict, I tend
6 to do one of two things. I either try to enlarge the
7 issue -- for instance, when we were organizing
8 neighborhood councils, the first thing everyone would say
9 is who they didn't want in a neighborhood council.

10 And it took a while to enlarge their perspective
11 about what a neighborhood council could be, how they fit
12 in with the City, for them to then decide they wanted
13 practically everybody in the neighborhood council.

14 Another way to do it is to look -- the League is
15 a very consensus-oriented organization, and one of the
16 ways we define consensus is what people can agree to.

17 So, I would start with where people are in
18 agreement with something and then try to work out beyond
19 it.

20 Sometimes you can trade, which is what the best
21 of politics is, and find compromise on different issues.
22 And sometimes maybe you need to bring in an outsider or
23 just let it go.

24 MS. HAMEL: One minute.

25 MS. KAYDEN: I think -- let me just respond to

1 how the Commission impact on the State.

2 The most important thing of this Commission,
3 there are two really important things the Commission will
4 do, I think.

5 One is bring back a sense of legitimacy. That
6 would overwhelmingly have an impact on the disregard, and
7 fear and anger people have about government.

8 The other thing is if we draw the lines for --
9 effectively, we will have districts that are not -- some
10 will, because of the Voting Rights Act, but others for
11 other reasons, not be just single -- single-party
12 districts. That problem, combined with term limit, makes
13 it our politics that --

14 MS. HAMEL: Time.

15 MS. RAMIREZ-RIDGEWAY: Can I interrupt you for
16 just a moment?

17 MS. KAYDEN: Sure.

18 MS. RAMIREZ-RIDGEWAY: The standard, the 20-
19 minute period for the standard five questions is over.
20 I'm not clear, Ms. Kayden, are you on number three now?

21 MS. KAYDEN: Yeah, I was on three, but I covered
22 other things that I wanted to say, anyway. So, if you
23 want to just go on, that's fine.

24 MS. RAMIREZ-RIDGEWAY: Does the Panel wish to
25 continue with the five standard questions or would you

1 like to move on into individual questions?

2 CHAIR AHMADI: I'd like to move on with the
3 individual questions and I'll try to -- I have a number of
4 questions that I'd like to discuss with you. And, of
5 course, we have only 20 minutes, and those 20 minutes fly
6 by really fast.

7 MS. KAYDEN: Right.

8 MS. RAMIREZ-RIDGEWAY: May I make a suggestion?

9 CHAIR AHMADI: Yes.

10 MS. RAMIREZ-RIDGEWAY: Since we agreed to ask
11 all applicants the five standard questions, why don't we
12 take about five minutes and resolve the -- get through the
13 remaining two and a half.

14 CHAIR AHMADI: That's fine.

15 MS. RAMIREZ-RIDGEWAY: Do you think that you can
16 do that, Ms. Kayden?

17 MS. KAYDEN: I'll make every effort.

18 MS. RAMIREZ-RIDGEWAY: Okay.

19 MS. KAYDEN: Okay, the fourth question is?

20 MS. RAMIREZ-RIDGEWAY: Describe a situation
21 where you've had to work as a part of a group to achieve a
22 common goal? Tell us about the goal, describe your role
23 within the group, and tell us how the group worked or did
24 not work collaboratively to achieve this goal?

25 If you are selected to serve on the Citizens

1 Redistricting Commission, tell us what you'd like to
2 do -- what you would do to foster collaboration among the
3 Commissioners and ensure the Commission meets its legal
4 deadlines?

5 MS. KAYDEN: I think, in a way, I've addressed
6 some of those issues, because I -- I tend to look at
7 organizations in terms of the mission. I have noticed in
8 my failures in life, in organizational work, that it's
9 because I didn't take fully into account that other
10 people -- that people join organizations for a variety of
11 reasons, including just they enjoy being part of an
12 organization. And I like working on committees, myself.

13 But the -- I have noticed that when, for
14 instance, on the last several boards I've been on, when
15 they are fraught with stress because there are unexpressed
16 hostilities, or angers, or frustrations, the work takes
17 much longer.

18 When they get to know each other and
19 particularly in a social and a relaxed setting, it can
20 change overnight. And I've seen that happen a number of
21 times.

22 I think fostering a common goal does require
23 talking through what you're there for, why you want it and
24 what you expect to see, and why you want to see it.

25 I think that, let me see -- I think another

1 group that I felt -- well, this was another group I ran
2 when I was in Cambridge, of the political parties, I
3 brought together both state political parties, because
4 they had a common enemy and independent expenditures.

5 They key there was that they all shared --
6 knowing what they shared, when the group is made up of
7 half academics and half party people, it was an extremely
8 happy group because people couldn't wait to hear what
9 other people in the room had to say. And giving people an
10 opportunity to talk, I think, is an important way to
11 foster the kind of rapport that you need to make a group
12 function well.

13 I think I've touched on expanding the issue, so
14 I won't go into that again.

15 The last question -- what was the last question?

16 MS. RAMIREZ-RIDGEWAY: A considerable amount of
17 the Commission's work will involve meeting with people
18 from all over California, who come from very different
19 backgrounds and different perspectives.

20 If you are selected to serve on the Commission,
21 tell us about the specific skills you possess that will
22 make you effective in interacting with the public?

23 MS. KAYDEN: Okay. Thank you, I can do that
24 quickly.

25 MS. RAMIREZ-RIDGEWAY: We've got about less than

1 a minute.

2 MS. KAYDEN: Okay. I don't think I'll have a
3 problem. I'll give three reasons for that. One was I
4 once was invited to a conference of black journalists in
5 America, because they thought I was a black journalist.
6 This was by Vanity Fair and Harvard.

7 I met a young woman, a young black woman came up
8 to me one day after a panel and said she had to revise her
9 prejudices because she didn't think I could understand,
10 anyone could understand her situation, who hadn't been
11 there.

12 I'm a writer for newspapers more than for -- as
13 an academic writer, I'm not an academic writer. I tend to
14 write in English and I think I'm clear and pointed in what
15 I have to say.

16 I think I have a talent for seeing connections
17 between problems and solutions, and issues. I think
18 almost it's a genetic thing. My father was an inventor
19 and my sister has the same ability to look at something
20 and know how you could make it better.

21 I could look at something and say that I meant
22 it to be that way. But when it comes to social issues, I
23 tend to be able to see solutions about how you could bring
24 groups and institutions together.

25 CHIEF LEGAL COUNSEL ROSENTHAL: Thank you.

1 Mr. Ahmadi, would you like to begin your
2 question and answer period?

3 CHAIR AHMADI: Yes, thank you.

4 Good afternoon, Dr. Kayden.

5 MS. KAYDEN: Good afternoon.

6 CHAIR AHMADI: I have not many questions, but I
7 want to get to all of them, hopefully. With your brief
8 responses, I would appreciate that.

9 The first question I'd like to ask is a follow
10 up on one of your statements as part of the response to
11 the first question.

12 You mentioned something about the importance of
13 people knowing the government or how governments work.
14 Should you be selected as a Commissioner, how do you see
15 the Commission working for the government or what extent
16 there will be an interaction, or to what extent you'll
17 take into account that interaction as part of the
18 Commission's work?

19 MS. KAYDEN: There are a lot of organizations,
20 as you know, that are very supportive of redistricting and
21 have been involved, including the League of Women Voters,
22 Common Cause, and a whole slew of organizations that
23 believe strongly in this.

24 I think a partnership with these groups and
25 others to provide background, to engage people in

1 understanding why redistricting is important, I don't
2 think you can do that unless you can explain the role of
3 government somehow.

4 I'm not sure what the Commission, itself, can do
5 given its objective of actually drawing lines, but I think
6 that has to be a supportive activity that goes on. And
7 perhaps articles in newspapers, or working, or speaking to
8 groups about how government functions and why this
9 matters.

10 CHAIR AHMADI: I'm still not clear if I
11 understand. And it's not you, it's perhaps me. When you
12 say government, what do you mean by that?

13 MS. KAYDEN: I mean the relationship between the
14 Legislature and the Governor, the administrations, the
15 laws, the impacts of initiatives.

16 CHAIR AHMADI: You mean on the Commission's
17 work?

18 MS. KAYDEN: Not so much on the Commission's
19 work, but why do you need -- why do we need to have a
20 different way of drawing lines, than letting the
21 Legislature draw it, itself.

22 CHAIR AHMADI: Okay. Okay, I think I got it.

23 MS. KAYDEN: Okay.

24 CHAIR AHMADI: Thank you so much.

25 Now, when I looked at your interest statement in

1 the application there was a phrase or a statement that
2 caught my eyes, and I'm just going to read that statement
3 so that I'm not mistakenly, you know, changing the words.
4 But then I have a question about that.

5 You said that there is no absolutely right --
6 there is no absolutely right way to govern --

7 MS. KAYDEN: Right.

8 CHAIR AHMADI: -- and no solution to
9 representation that will make everyone happy. Could you
10 please elaborate on that and help me to understand the
11 details?

12 MS. KAYDEN: Yeah, democracy is -- we aspire to
13 an effective democracy, but it's not a natural law.
14 Government is what people can agree to. And it doesn't
15 really matter to a large extent what the rules are, as
16 long as everybody agrees to them.

17 What I think the danger we face right now is
18 that people don't agree to them.

19 I also think that there's an iron law, maybe I
20 said this, I think, in my application, too, that the only
21 iron law of political reform is unintended consequences.

22 The only exception to that may be redistricting.
23 Because if we redistrict, we will get a different politics
24 than what we get now.

25 And I think all in all, though, a most

1 successful government would be one where there's
2 understanding between the population and the government on
3 what they're doing and why they're doing it.

4 And if you don't understand how it functions --
5 you know, we hear people saying all the time, you know,
6 throw the bums out. I think that any bum who comes in is
7 going to have the same problem. It's the structure, I
8 think, that needs some adjustment, a little bit more
9 flexibility.

10 And I think this is a great opportunity. I wish
11 we had constitutional reform coming along.

12 But I think this is a great opportunity to
13 engage Californians in understanding why we function the
14 way we do and what we might do about it.

15 CHAIR AHMADI: Okay, thank you.

16 I believe in response to standard question
17 number three you mentioned -- the reason I say I believe
18 is I kind of lost track of which question were you on when
19 you were sharing your responses with us, but that you
20 mentioned something about that your involvement with a
21 commission, the Charter Reform Commission, and you also
22 mentioned the word, it was a "miracle" for the product to
23 come through.

24 Could you tell us more about, you know, why do
25 you think it was a miracle and what made it a miracle?

1 MS. KAYDEN: When I recommended -- when the
2 commission that I was the director of, that drafted the
3 Ethics Code, made the recommendation that we have a
4 Charter Commission, Tom Bradley was still the mayor and he
5 wanted to go forward and do it.

6 But they neglected to involve the member of the
7 city council who had responsibility for that sort of
8 thing. So, they drew up a complicated plan, finally, and
9 then it died.

10 When Richard Reardon was elected mayor, he
11 really wanted charter reform. Because as he said to me,
12 when he first met me, can I get charter reform and go
13 around the city council? It was a battle between the
14 mayor and the council.

15 There are two ways to reform the charter in the
16 State of California. You can have an appointed charter
17 commission that does its work and gives it to the city
18 council, who can approve it, or not approve it, or change
19 it, or shelve it.

20 Another way is to put charter reform on the
21 ballot and the law requires that the commission has to
22 come back with a new charter within a year and that goes
23 before the citizens, and the city council has no role in
24 changing it.

25 The city council decided to create a charter

1 commission because many of them had been for it, anyway.
2 The mayor was outraged. He insisted that they go on the
3 ballot because that way he could bypass the city council.

4 The irony was the mayor put an initiative on the
5 ballot, spent a lot of money, his slate lost and the
6 elected commission turned out to be far more liberal than
7 the mayor was. The appointed commission turned out to be
8 more conservative than the mayor thought it would be.
9 But, nonetheless, you had two competing charter
10 commissions.

11 The leaders of the commissions decided toward
12 the end that if you had two commission on the ballot they
13 would both fail.

14 So, they formed a united plan. They had to get
15 approval of both commissions and when they did, over the
16 mayor's objections, they put that on the ballot and I
17 passed. That was the miracle.

18 CHAIR AHMADI: Okay. Okay, thank you so much.

19 So, let me just ask you a hypothetical question.
20 You know, individuals have opinions and when you're
21 dealing with a task of this significance, and when you're
22 working, should you be selected on the Commission, when
23 you're working with other Commissioners there may be times
24 when there are disagreements about the issues, or goals,
25 or how it should be done.

1 And, you know, given that you mentioned all
2 these experiences, and I'm sure that's helpful, how would
3 you go about resolving a potential conflict when the
4 Commission, itself, has a challenge to come to consensus,
5 for example on some issues?

6 And those could be a new set of issues, not
7 necessarily redistricting, but in terms of your --

8 MS. KAYDEN: I think there are always conflicts,
9 subtle conflicts, or differences, or somebody doesn't want
10 another person to get -- to win the day, or something like
11 that, subtle undercurrents.

12 I don't think there's a magic bullet for that.
13 I think you have to talk it through. You could talk it
14 through privately.

15 The key, if there is a magic bullet, would be to
16 be civil about it and not to personalize it.

17 When I was in the Department of Health Education
18 and Welfare, I'm pushing whatever issue I was pushing, I
19 benefited enormously from the fact that practically every
20 assistant secretary would oppose what I wanted to do,
21 initially, but we talked it through. And they kept me
22 talking and, of course, they didn't really have all their
23 lives to spend talking me down, and so by the end the
24 product was much better.

25 If you look for compromise and if you do it in a

1 way that's respectful, I think other people try to respond
2 to that.

3 If you try to undercut people and they develop
4 competing factions on the Commission, I think that would
5 be very unfortunate.

6 CHAIR AHMADI: Okay, thanks again.

7 Could you please tell me about your interactions
8 with the Governor's office or Lieutenant Governor in the
9 last ten years?

10 MS. KAYDEN: I've had no interaction with the
11 Governor. When Cruz Bustamante was Governor -- or
12 Lieutenant Governor, he appointed me the director of
13 something called One California, which was a commission to
14 do exactly the kind of thing we're talking about, which is
15 bringing people together.

16 And it didn't last very long, I think I was
17 director for maybe three or four months and we have
18 several meetings around the State.

19 And it was an interesting group of people, very
20 diverse, obviously. But the notion was to celebrate the
21 diversity and to understand each other. And I think one
22 thing which I learned when I was doing the charter stuff,
23 but which was true of when we went around the State, if
24 you asked people what they liked about living in Los
25 Angeles they'd say the weather and the diversity.

1 When you asked them what they didn't like,
2 they'd say the traffic and the fact that we live in
3 isolation.

4 And what that came to mean was I think we value
5 diversity but we just don't quite know how to connect to
6 it. And we feel -- even though we live in a much more
7 diverse environment, including having friends and, you
8 know, social relations and everything else, than most
9 other places, we still feel we don't quite get there.

10 CHAIR AHMADI: Thank you.

11 What was your role on that commission?

12 MS. KAYDEN: I was the director, I set up the
13 meetings, helped run them, identified who would come and
14 speak and where we would meet, and things of that sort.
15 Frankly, I don't remember what the topics were right now.
16 I do remember I once set up a meeting at the Islamic
17 Center in Los Angeles and was very -- and the Lieutenant
18 Governor was a little concerned about that, this was well
19 before 9/11.

20 And I wanted him to hear one of the leaders of
21 the community, who I think is one of the most impressive
22 people in L.A. And, unfortunately, he was out of the room
23 on a phone call when he spoke.

24 But it was to establish relationships, actually,
25 among the commissioners as well, it was a fairly large

1 group.

2 CHAIR AHMADI: And this was back in 2000,
3 correct?

4 MS. KAYDEN: I think it was, yeah.

5 CHAIR AHMADI: Okay. Thank you so much. I
6 don't have any other questions at this point.

7 MS. KAYDEN: Okay.

8 CHAIR AHMADI: Thanks.

9 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

10 VICE CHAIR CAMACHO: Thank you.

11 Hello, Ms. Kayden.

12 MS. KAYDEN: Hello.

13 VICE CHAIR CAMACHO: You have been an organizer
14 and participant on numerous ethnic coalitions. What have
15 you learned from that experience that would be helpful to
16 the Commission and would this knowledge better prepare you
17 to draw districts that meet the Voting Rights Act.

18 MS. KAYDEN: I hope so. I think -- I once wrote
19 an article about what leadership meant. It came about
20 because this was right after the riots, and I think
21 Reardon was mayor and he appointed someone to be to the
22 Fire Commission, who was a Mexican American leader of a
23 group that opposed coalitions.

24 And the city council rose to this enormously
25 well, they had two days of conversation about it and I

1 ended up in a very good talk about what it means to be --
2 have ethnic diversity.

3 I wrote an article defining leadership in the
4 City, saying that it was the ability to represent your
5 community to the larger whole and to help bring it
6 together.

7 And my editor said, well, name names. I always
8 hated to name names, but I did, came up with a list of
9 names.

10 I think when you bring -- there's a lot more
11 interaction than most people are aware of, that goes on
12 among the leaders of the various ethnic groups. Probably
13 not enough.

14 And, of course, in California it's so large that
15 it's hard to meet from different parts to the other. But
16 I would not be surprised if most -- if you could draw a
17 circle around ethnic leadership, if most of them didn't
18 know each other or know of each other.

19 I think that's an important part. But what the
20 Commission could do and how it relates to the Commission
21 is how you could define communities that are living in the
22 same geographic area. Acknowledging that people move
23 around a lot and it changes, but enable them to come
24 together and perhaps even talk amongst themselves within
25 their community, as to talk to the Commission about how

1 they think they could -- what they could share, what they
2 couldn't share.

3 VICE CHAIR CAMACHO: Did -- during any of your
4 endeavors did you have to deal with the Voting Rights Act?

5 MS. KAYDEN: No, I didn't. But I -- well,
6 actually, I did once many years ago, and I was going to be
7 hired, but the court -- they settled it out of court.

8 When the Voting Rights Act -- it wasn't when it
9 was first passed, but it was somewhere in the seventies,
10 it benefited Republicans and blacks because they would
11 draw districts, which is why the Voting Rights Act
12 eventually came in. They would draw districts so that you
13 would eliminate liberals. In order to get enough blacks
14 in a district, you'd put them all together in one and then
15 you'd take them out of other districts, which made it
16 easier for Republicans to get elected in urban areas.

17 That's the only -- I knew about it, I was going
18 to be called as a witness in a court case, but the court
19 case was settled before I was called.

20 That's the only contact I've had with the Voting
21 Rights Act.

22 VICE CHAIR CAMACHO: With this knowledge that
23 you have in the ethnic coalitions, you were saying that
24 that represents from the community as a whole and the
25 geographic area.

1 Is there anything that you learned when you
2 became an advocate of the Neighborhood Councils?

3 MS. KAYDEN: Well, what I learned from my study
4 of the different ethnic groups is that they organize
5 differently.

6 So, for instance, the Mexican American
7 community, at least in Los Angeles, has many
8 organizations, but they're almost all village
9 organizations. They belong to churches and their village
10 associations back home. And a lot of their activity
11 together is communal in the sense of their villages at
12 home.

13 And maybe, I always thought in the passage of
14 time they would start to worry about what was going on in
15 L.A., where they were living. But so far they haven't
16 come together quite as much as they did.

17 But that -- but they served a very important
18 role in Mexico because remittances were the second largest
19 source of income in Mexico.

20 And the Pre (phonetic), which was then in power,
21 was encouraged that they'd send a governor of a state to
22 have dinner once a year, and they'd meet with all the
23 village associations and they'd say, you wanted to build a
24 swimming pool and you contributed money, and then we
25 matched it and we built a swimming pool, and everyone

1 would applaud.

2 The leadership in the Mexican American
3 community, however, is not from those organizations, it
4 comes from elected officials.

5 The African American community, like the Jewish
6 community, doesn't look to its elected officials so much
7 for leadership, as to their organizational leaders, like
8 the head of the Urban League, and the NAACP, and the
9 Jewish organizations, the Federation, the Jewish
10 Federation or American Jewish Congress, or things of that
11 sort.

12 Those -- by the way, Jews and blacks were most
13 alike because they are minority cultures almost by
14 definition, and they look to government to protect them,
15 and they are engaged -- much more engaged in government.
16 And they're not immigrants.

17 The Korean community and the Chinese
18 community -- well, they're different. The Korean
19 community, in L.A. at least, has more organizations per
20 capita than anybody else, but very little leadership
21 because nobody wants to give anyone else the say to be a
22 leader. Any time anyone would emerge as a leader, then
23 there would be a lot of people trying to knock them down.

24 There were sociological reasons for that having
25 to do without they came to Los Angeles. Most of those who

1 -- the majority of those who came to Los Angeles, when the
2 Korean emigration was at its height, had moved to
3 L.A. -- yeah, had moved to L.A. from South Korea, but they
4 had moved from North Korea to South Korea, so they didn't
5 have the depth of connection that might have kept them at
6 home.

7 And they worked very hard, they were middle
8 class people who were moving into a situation where they
9 didn't speak the language, and so they ran mom and pop
10 stores, they worked 20 hours a day, enormously hard.
11 There were major conflicts between generations in the
12 Korean community because the children didn't engage as
13 much with their parents because they were working so much,
14 and they had different, conflicting values.

15 Like you were encouraged in school to speak up,
16 you're encouraged at home not to speak up, that sort of
17 thing.

18 It was harder to find Korean leadership that
19 could speak for the community.

20 The Filipino community, the largest immigrant
21 populations in California. The Philippines is a very
22 diverse nation, they have no unity in the Philippines.
23 They speak many, many different languages and they all
24 live -- there are a thousand islands or something like
25 that.

1 There were very -- there were three what I would
2 call civic organizations in Los Angeles, of the Filipino
3 community. One, a youth kind of focus one. One, which
4 had been a senior sort of focused one, and one that wasn't
5 so much focused, it was just made up of people that had
6 been there for many years.

7 And they were not terribly strong in terms of
8 their ability to represent the community. I worked with
9 them over a mayoral debate and we met every couple of
10 weeks, and actually put on a debate, it was the first time
11 they'd done anything collectively.

12 And I think my participation was just to be
13 there. They didn't want to be embarrassed by not being
14 able to come together. And as it happened, I had studied
15 two of the three organizations, so I knew what they were
16 talking about.

17 But it didn't matter who I was, I was an
18 outsider, but they didn't want to be embarrassed in front
19 of an outsider.

20 And we had, for the first time, a mayoral debate
21 that they were very proud of and the candidates were very
22 pleased with.

23 The thing that I was studying was why they
24 are -- how they view authority and government.

25 One reason I started on that was when we

1 finished the ethics code we brought it to the city
2 council, and we met with a Latino leader in the city
3 council and he said, after listening to us, you know, I'd
4 like to take a truck laden with toys to the barrio around
5 Christmas. And I get the money for that from the rich.

6 And I'm sitting there thinking, well, you know,
7 we'd all like to be Santa Claus, but that isn't the way we
8 do things. You know, he wanted an office holder account.

9 So, we left his room and his assistant came out
10 and she said, you know, he's with you 95 percent. If you
11 give him an office holder account, you'll get the ethics
12 code. Well, we did and we did.

13 But I thought about that, that's a -- it's a
14 different style of politics, it's a patron -- patron style
15 of politics.

16 We've been through that ourselves, you know,
17 that's the old political boss takes care.

18 I think we need to recognize different styles of
19 politics, but then figure out what works best for us in
20 the complexity of our different worlds.

21 VICE CHAIR CAMACHO: I know that you've been
22 very active in the State of California and you've been
23 very involved with various organizations. And prior to
24 being involved in California, you were involved
25 nationally.

1 You probably built some contacts and
2 relationship with politicians. Do you have or did you
3 have any interactions with the State of California or
4 federal politicians and, if so, do you still keep in
5 contact with these individuals?

6 MS. KAYDEN: I know a number that I see
7 occasionally socially or have written about. I have no
8 financial connection to anyone or overt sense of loyalty.

9 One reason I've always kept a distance is
10 because I was a scholar, it wasn't my place to do that.

11 And as a member, as a leader in the League of
12 Women Voters and as a journalist, more importantly as a
13 journalist.

14 So, I do know people. Some I see socially. Not
15 often but, you know, when I run into them we're happy to
16 see each other.

17 But I don't have any financial connection or
18 political association. I mean, when -- I remember when I
19 was trying to lobby for getting support for the
20 neighborhood councils, there was a city councilman who
21 then went to the Legislature and he's now back with the
22 city council, he came in and I was sitting there, and I
23 had a headache and I'd been waiting for him, and I was
24 sort of vaguely asleep. And he listened to me for a while
25 and then he said, all right, I'm going to support you.

1 You know why? Because you woke up and you were so
2 enthusiastic about the neighborhood councils.

3 You know, politics is like that, it's sort of
4 ephemeral little things that make things work.

5 Part of my participation in politics was in
6 Massachusetts, for which politics is a sport and with an
7 Irish overlay of humor, which makes it most enjoyable.
8 And I think we would all benefit from, you know, that kind
9 of interaction and association.

10 You're talking about electing people and you
11 want them to be connected, so then we're going to stand so
12 far back that we don't talk to them?

13 VICE CHAIR CAMACHO: When you're saying
14 "connected with them" what, exactly, does that mean to
15 you?

16 MS. KAYDEN: If I have a problem in L.A., and
17 for five and a half years I've been trying to improve the
18 dog park. You would think, I'm a political scientist, I
19 taught urban politics, I wrote about the City for over a
20 decade, you'd think this wouldn't be such a complicated
21 issue.

22 It's five and a half years, thousands of
23 dollars, many hours of staff time and the department,
24 which was all for it, said, well, get the councilman
25 involved. The councilman was ready to get involved and

1 then it came to a dead stop.

2 Every time he sees me he'll say, I'll make a
3 phone call. I appreciate that. That's what I mean by a
4 connection.

5 Now, I -- after all -- after five and a half
6 years and \$10,000 raised and spent, they moved a chain
7 link fence 68 feet down the hill and that's it.

8 You know, I'm waiting for a better economy. But
9 that's what I mean involved. If there's a problem do I
10 get access because I -- I think I get access because they
11 know I used to write for the Times.

12 But I think any constituent, any constituent can
13 get access.

14 There's a view, the more cynical -- there's a
15 lobbyist who's more cynical than I am, who says if you
16 wanted to get that done, what you should have done was
17 thrown a fundraiser for him. Then, you don't have a lot
18 of money, but you introduce him to a lot of people who
19 have more money and then he'll do something.

20 I always said about L.A., you didn't need to pay
21 off a building inspector to get a permit, but you had to
22 hire a facilitator in order -- an expediter, to get the
23 building inspector. You're more likely to get a building
24 inspector if you give the fundraiser for the city
25 councilman, my friend would say.

1 MS. HAMEL: Five minutes.

2 MS. KAYDEN: I'm not -- I don't want to believe
3 that.

4 VICE CHAIR CAMACHO: Do you feel that that
5 interaction is a two-way street, where the politicians
6 could come to you?

7 MS. KAYDEN: Sometimes that happens and they
8 would -- they would -- well, actually, the person who most
9 came to me was a city administrator officer, when there
10 was a problem. Well, it would be a story, if they had a
11 story for me and I would write about it.

12 But it's not necessarily hidden, you know.
13 You're talking about public people and public situations,
14 if I'm writing about it, it reaches an audience, but they
15 know what the connection is and who the players are.

16 VICE CHAIR CAMACHO: Okay. Also, I just wanted
17 to make sure I had an understanding of one of the
18 statements that you made. You were saying one of the
19 issues with California, and correct me if I'm wrong, is
20 more anti-partisan and that you think that it should be
21 more partisan; is that correct?

22 MS. KAYDEN: I think it's anti-party and not
23 really -- I mean, there's -- we have a partisan gridlock,
24 there's no question about it.

25 I don't think the solution is to eliminate the

1 parties. I think the solution is to make districts that
2 are competitive, that the parties will compete, and if the
3 parties compete for them then we'll get a more moderate
4 kind of politics that brings people together, rather than
5 divides them.

6 But the tendency for what I would consider
7 extreme political reform is to destroy the parties.

8 I think the function the parties play in our
9 life goes even beyond the immediate politics; it goes to
10 how we conceive, how we think about the world around us.

11 It used to be if you -- and I think it probably
12 still is, if you ask someone who they are, what their
13 identity is, they will tell you they're -- maybe they'll
14 tell you their gender, their age, their religion, what
15 state they live in and what party they belong to, and that
16 tells you something about them.

17 Parties are a way that we perceive and can
18 respond to the issues that are occurring; they help guide
19 us in learning what we think.

20 But when they become so -- this is what I said
21 in the beginning, when we become so widely separated in
22 our perceptions of reality then we're, I think, at a
23 dysfunctional point.

24 And because of the restrictors in California
25 by -- partly by the initiative, which has meant that I

1 think less than 25 percent of the budget is discretionary,
2 and we know that Californian's like the initiative process
3 better than anything else about government, we're not
4 giving a chance for people, who we elect in the republic,
5 to solve problems.

6 VICE CHAIR CAMACHO: Do you -- with this, how do
7 you think there -- what factors do you think should be
8 taken into consideration when drawing the maps, if you
9 were a Commissioner?

10 MS. KAYDEN: In the beginning I would start with
11 the political boundaries, like cities, counties, whatever,
12 because there's another reality and that is there are such
13 things as political cultures. People move to a place
14 where they're going to feel comfortable.

15 MS. HAMEL: One minute.

16 MS. KAYDEN: And so that's -- you know that
17 they've done that on their own, on their own volition for
18 the most part.

19 Then I would look to who -- what are those
20 boundaries, who's in them and is that -- could that
21 district be competitive, so that you've got different
22 perspectives represented and you've got different -- a
23 chance for not a slam dunk for one party or the other to
24 be elected.

25 If that's the case, then you're more likely to

1 be a candidate and a sitting Legislator who is responsive
2 to a larger constituency than just one.

3 VICE CHAIR CAMACHO: That's all the questions I
4 think I have.

5 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

6 PANEL MEMBER SPANO: Thank you. Good afternoon.

7 MS. KAYDEN: Good afternoon.

8 PANEL MEMBER SPANO: Can you tell us how the
9 Voting Rights Act relates to redistricting?

10 MS. KAYDEN: I think it determines a lot of it.
11 It relates in the sense that it identifies the need for
12 minorities to have a chance of electing a representative.
13 Which is, by the way, the core of democracy; it's the
14 opportunity for the minority to become the majority.

15 It has led, from time to time, to a kind of
16 gerrymandering, where you may give the minorities a
17 district, but then you cut down the number of districts
18 over which they have influence, in which they have
19 influence.

20 I think it's a very complex web that needs to be
21 woven to balance the need for enough of a center of a
22 particular community.

23 But the other question in there is, and the
24 larger question of a community, but are there other -- how
25 do they vote? Do different communities, ethnic

1 communities for instance vote differently?

2 Or are there differences within them? Do
3 younger generations vote differently than the older
4 generation?

5 I think what we should try to do in
6 redistricting is to get a balance of some of those things.
7 But, obviously, according to the law, we've got to follow
8 the law and that determines it. And, frankly, I agree
9 that if that's the rule, then we'll follow the rule and
10 we'll believe it's legitimate.

11 PANEL MEMBER SPANO: What other laws do you
12 believe that apply to redistricting?

13 MS. KAYDEN: Gosh, that's a good question.
14 Offhand I can't -- I hadn't thought about election laws of
15 the state. The constitution, obviously, federal laws
16 beyond the Voting Rights Act.

17 What they are, offhand, I don't know that I can
18 come up with.

19 PANEL MEMBER SPANO: Thank you.

20 What do you expect to be more challenging with
21 the duties and responsibilities of the Commission?

22 MS. KAYDEN: Let's assume for a moment that the
23 Munger Act isn't going to pass. It's going to be a
24 challenge to get to know the districts well enough to be
25 able to weave that web that I think that needs to go into

1 it.

2 It's a big State, it's going to take a lot of
3 moving about. I think the Commission, from what I've seen
4 so far, people seem eager to do that and willing to do
5 that.

6 Frankly, I'm looking forward to playing with
7 software, I like puzzles like that.

8 But I think -- I think the challenge will be not
9 so much -- I think we'll meet the deadlines, I don't think
10 we won't meet the deadlines, but I think we'll meet them,
11 perhaps, by short changing a bit our opportunity to get to
12 know the communities as well as an ideal situation would
13 permit. But I suspect there are never ideal situations in
14 that case.

15 MS. SPANO: Did you, in your mind, have an idea
16 of how the Commission can accomplish its tasks in a timely
17 manner?

18 MS. KAYDEN: Well, I think you start from the
19 end and you work your way back and set a calendar. And I
20 think you need to -- I think the Commission would need to
21 probably, well, certainly hire a staff and a director
22 right away, figure out what resources it needs that it
23 doesn't have, and perhaps allocate individual
24 responsibilities to the Commissioners.

25 There may be arguments against that and I could

1 see that, but I think it's such a large State it seems to
2 me one problem may be getting 14 people to be at one
3 place, you know, on Tuesday and then another place on
4 Wednesday.

5 It may be that -- and I thought a little bit
6 about this, if you had a subset of Commissioners that
7 could attend various places, but you'd have to chance that
8 subset so you don't develop a cadre of, you know, this is
9 the A group and they all go there, and they all think
10 alike. So, you'd have to mix that up a bit.

11 But I think it will be an extraordinary
12 experience and people would learn a great deal.

13 PANEL MEMBER SPANO: What sources or support and
14 resources do you have, that you would identify as probably
15 needing to call into play as a Commissioner?

16 MS. KAYDEN: What sources? Well, I guess, I
17 think a knowledge of a lot of the ethnic leadership, of
18 the different organizations. And I benefit from their
19 knowing me, as much as, you know, my knowing them I think.
20 So that I think I can make those contacts.

21 I think we need to rely a lot on -- and I know
22 those other organizations really want to be engaged and
23 intend to be engaged. The League of Women Voters for
24 instance is, among other things, training observers and
25 also trying to get people, to train people as to why they

1 should go out and participate.

2 But League observers sort of come and report on,
3 you know, whether the Commission followed the rules,
4 whether this happened and this happened, what happened,
5 without saying -- you know, without taking part in the
6 discussion.

7 I think we are going to learn a great deal. I
8 think we would come up with a better redistricting plan.
9 And I think the rest of the nation is watching us because
10 this is, at the moment, the freest game going.

11 PANEL MEMBER SPANO: Do you have any strong
12 feelings or partisan viewpoints?

13 MS. KAYDEN: Well, I'm a Democrat. I have
14 worked for Republicans. Republicans is a dying breed, the
15 moderate Republicans.

16 But I'm always hopeful that they will come back
17 and that the purpose of a party is to elect people to
18 office to run government. And I have always said, I will
19 go down with the ship saying this, that when the -- I
20 would put my money on the party more than I would on an
21 individual candidate. Because the party -- an individual
22 candidate has one shot, if he loses the election that's
23 it. The party goes on.

24 And the party, in order to elect candidates,
25 when the party has control over the nomination, it selects

1 candidates who can win.

2 Now, we are left with a situation where the
3 people -- the candidates select themselves and more and
4 more that's because they're rich.

5 Now, California has a nice reputation for not
6 actually responding to that. And the whole theory of
7 campaign finance law is that you need a base, you need
8 enough money to get your name known. But once the voters
9 know who you are, they'll make up their own minds.

10 So, more hundreds of millions of dollars over
11 the top doesn't necessarily mean that you are going to
12 convince people. That's the theory.

13 In practice I have been somewhat disabused by
14 that in California, where you can see many, many ways
15 where money can be spent to subvert the information that
16 gets out.

17 But, frankly, I think we made a mistake about 40
18 years ago, when we first started public financing, we had
19 a choice between financing the candidates or financing the
20 parties. If we had chosen to finance the parties, we
21 would not have any of the politics we have today and
22 elections would be cheaper, and we might even have a
23 better government.

24 PANEL MEMBER SPANO: Do you have a willingness
25 to set aside your biases and make decisions in a fair and

1 impartial manner? Tell us how you would accomplish this?

2 MS. KAYDEN: As a long-term member of the League
3 of Women Voters, that's always what we do.

4 We do, in our voter service activity, we go
5 about explaining a lot the pros and cons about measures,
6 without bias. We have a website on that, we publish
7 material on that. We go out and send speakers out on
8 that.

9 And, frankly, I think people are most credible
10 who are, when they speak, less partisan. I mean, I
11 believe in enthusiasm, but I think people who only see one
12 side lose, at least to me, they lose credibility.

13 PANEL MEMBER SPANO: Describe for us your
14 experience handling conflict between opposing groups and
15 provide who was involved in the issues and the resolution,
16 in some kind of contentious argument.

17 MS. KAYDEN: I think I may repress some of that
18 experience, making it a little harder to recall. I have
19 sometimes -- for a number of years, when I was on the
20 National Board of the League, I was -- I was head of
21 the -- Chair of the Program Committee, which was to decide
22 what issue the League would focus on, and it was after
23 9/11 and there were a number of issues that people wanted
24 to focus on.

25 Principally, of course, was civil liberty, we

1 were deeply concerned about that. But others had other
2 perspectives and I had another perspective, as well.

3 I thought that we would never secure our liberty
4 if we were afraid and that the administration's policy of
5 telling us that all that we could do was buy duct tape
6 wasn't really solving the problem. I wanted us to --
7 well, the program that we developed was three parts.

8 One was protecting civil liberties, which we
9 already had a position on. One was to ask local Leagues
10 to look at how Homeland Security was working at home. And
11 the third part was what I called strategies for a secure
12 world, looking at alternative strategies for dealing with
13 terrorism.

14 There were a number of people on the Board who
15 were opposed to that, on the theory that people would be
16 afraid to even think about terrorism.

17 In fact we had -- in the first part we had a
18 grant from the MacArthur Foundation and we ran focus
19 groups, we did have a discussion around the country on
20 balance of liberty and security.

21 But I remember going to a focus group in
22 Bakersfield where they talked about that, but nobody
23 mentioned terrorism. I mean, they just -- it was even --
24 people were even too afraid to mention, say the word.

25 Eventually, I overcame them and I won, but it

1 was quite painful, long battle for two years. And the
2 only way we got through it was we just kept talking it
3 out, and we kept on talking it out.

4 And my principal opponent and I actually had a
5 very cordial, personal relationship. I think you can do
6 that and I think that's why I believe strongly that the
7 lack of civility is one of the most dangerous things we
8 can tolerate as a Commission, and in any group.

9 If you remain civil, at least you can keep
10 talking or come to some other compromise. As I said
11 earlier, I don't think there's a magic bullet.

12 PANEL MEMBER SPANO: Thank you. How much time
13 do we have?

14 MS. HAMEL: Seven minutes.

15 PANEL MEMBER SPANO: Thank you.

16 What does appreciation for California's
17 diversity mean to you?

18 MS. KAYDEN: I think it means that we, as a
19 State, in a time of major globalization, have an important
20 role to play in leadership, not only in the State but in
21 the world, in the country and in the world.

22 I think it's clear that more and more we will be
23 becoming mixed populations which is our strength as a
24 nation, it's always been our strength as a nation.

25 We stumble through that, but the rest of the

1 world admires us for it. There's something called
2 American exceptionalism. What makes an American isn't
3 just being born here, it's accepting the American "creed"
4 which means a belief in liberty, in opportunity, in
5 laissez-faire economics, a free market, and equality.
6 That's -- I mean, people can come here and become
7 Americans.

8 You could go to other countries and never
9 become, you know, an Italian or anything because you're --
10 they are much more homogenous and you would never be part
11 of it.

12 But I think the world is becoming more like us.
13 And so, in that sense we represent -- as angry as the
14 world is at us from time to time, not without cause, they
15 admire us and they think that we can show other people
16 that they, too, can do what they want, be what they want
17 to be. It's been like that since the beginning.

18 When the Declaration of Independence or the
19 Constitution were written they were translated and sent
20 around the world, and people wrote constitutions since
21 then using the words of the Declaration of Independence.

22 So, we don't have to do anything to have a major
23 impact. We might have more of an impact if we did less.

24 But we are an image and a model for the rest of
25 the world.

1 MS. HAMEL: Five minutes.

2 PANEL MEMBER SPANO: Thank you.

3 Why is appreciation for California's diversity
4 so important to redrawing district lines?

5 MS. KAYDEN: Because we have to learn to deal
6 with the diversity and not just the homogeneity and it's
7 a -- it's always a -- most organizations in the country
8 are homogeneous, except for the party, you're with people
9 who are like you. Are there ethnically, or interests or,
10 you know, all stamp collectors, you know, you have
11 something you share, and I think it's probably human
12 nature in a way.

13 But we also, and this is going back to saying
14 what I learned from the charter education, answers. I
15 think we value that, we get excited about it.

16 And the way I started in the Los Angeles League
17 was we -- I formed a committee that met every month in a
18 restaurant. I mean, everybody came, you know. It's a
19 curiosity, we're curious about each other but we don't
20 know how to interact.

21 I once took a group of UCLA students to
22 Washington, and it was a black and -- you know, an African
23 American and a Jewish effort to improve relations, and
24 there was many other universities around the country
25 there. And at the end of the weekend, we talked about

1 what each university was doing to improve relations.

2 And when it came to UCLA they -- others thought
3 that we were sort of naïve. Well, we weren't naïve, we
4 just didn't have the problems that everyone else had. I
5 think the west does not face the same deep cultural divide
6 between black and white that exists in the east and the --
7 the history. Not just the divide, the history that exists
8 in the Midwest, and the South, and the East.

9 We have what I would refer to as benign
10 curiosity, at best. We don't know. I think we'd like to.
11 But I think if we could feel comfortable and knew, and I
12 think that will happen more and more, that's an ideal.

13 PANEL MEMBER SPANO: Okay. I think that will be
14 it for me, for a second. I want to look at my notes and
15 see if I have any follow up.

16 MS. RAMIREZ-RIDGEWAY: Other panelists have
17 follow-up questions?

18 VICE CHAIR CAMACHO: Not at this time.

19 CHAIR AHMADI: I have one, but I can wait for
20 the end.

21 MS. RAMIREZ-RIDGEWAY: Okay.

22 I had just a couple of questions about just a
23 couple of questions about a couple things you said. You
24 stated that at one point in time, sometime in the
25 seventies, you were going to be a witness in a Voting

1 Rights Act case?

2 MS. KAYDEN: Uh-hum.

3 MS. RAMIREZ-RIDGEWAY: Why would you have been a
4 witness in that case?

5 MS. KAYDEN: I was writing a book called The
6 Party Goes On. Theoretically, I was writing it with a
7 conservative Republican. In fact, he disappeared after
8 some time and I wrote the book mostly myself.

9 But he was involved in the case and in an effort
10 to help my financial situation he asked me if I wanted to
11 be a witness. That's what happened. But then I
12 didn't -- and so, I studied up on the issue and but I was
13 somewhat relieved that it didn't happen.

14 MS. RAMIREZ-RIDGEWAY: In an effort to help your
15 financial situation, I don't understand?

16 MS. KAYDEN: Well, they were going to pay me.

17 MS. RAMIREZ-RIDGEWAY: To testify?

18 MS. KAYDEN: To testify as an expert witness.
19 Which, of course, I wasn't, was becoming or making an
20 effort to become.

21 MS. RAMIREZ-RIDGEWAY: Oh, I see. Okay.

22 When you talked about that, you talked about how
23 the districts they had created benefited Republicans and
24 then African Americans because they packed the African
25 Americans into certain districts at the expense or

1 detriment of liberals.

2 And I'm wondering how packing African Americans
3 into certain districts benefits African Americans?

4 MS. KAYDEN: They -- of course it benefits them
5 in one sense, and that is they can elect a candidate to
6 office.

7 It doesn't benefit them if they get into the
8 Legislature and don't have other allies. Not just African
9 Americans, but others who would support their issues.

10 So that you might get if you're dividing, let's
11 say, the border in Boston between the suburbs and the
12 city, instead of having three liberals elected to the
13 state legislature, you'd have two and you'd have maybe
14 three Republicans elected. Not likely in Massachusetts,
15 but still possible.

16 But that's the problem. If you pack a district,
17 then you're taking out all the people who support that
18 issue or that philosophy and putting them in one place,
19 and then, you know, not enabling others to not be bothered
20 by them.

21 And, consequently, their representatives don't
22 need to address them, don't need to listen to them.

23 MS. RAMIREZ-RIDGEWAY: I don't think I have any
24 furthers. Mr. Ahmadi?

25 CHAIR AHMADI: Yeah, I just have one quick

1 question. When you decided to be -- to apply for the
2 Commission's work, and this is just my curiosity, what
3 resources or individuals did you consult in the process of
4 completing your application?

5 MS. KAYDEN: Well, I have a lot of friends, I
6 need to say, in the League of Women Voters, who have been
7 involved in the redistricting thing all along. I have
8 friends who are lobbyists, political scientists, people
9 who have worked in -- with State government for years, and
10 not necessarily representing any interests other than good
11 government.

12 I think that was one of the first people I
13 talked to was head of the Center For Governmental Studies,
14 who also applied to the Commission, but you rejected him
15 out of hand. But I think he would have been a terrific
16 Commissioner.

17 I think those are the people I contacted most.

18 CHAIR AHMADI: I think my question was to what
19 extent did you consult them in completing your application
20 and --

21 MS. KAYDEN: Yeah, in completing the
22 application.

23 CHAIR AHMADI: Okay.

24 MS. KAYDEN: In the beginning I thought about
25 it, I went to one of the workshops, which we were co-

1 sponsoring in fact -- I mean, I thought about it all
2 along, but I didn't -- you know, to think about it and
3 actually to take the act to do it.

4 And then I filled out the first level thing and
5 said that, oh, I figured I'd get through that one. I
6 wasn't sure if anyone would distinguish between working
7 for the Lieutenant Governor and working for the Governor,
8 but you did, so because I thought I'd be knocked out then.

9 Then I thought about the second application, the
10 supplemental application and I thought about it a long
11 time and I tried different things, writing it different
12 ways. And sometimes I'd, as you see when I talked I went
13 off, you know, on a tangent and then had to bring myself
14 back and not -- when I looked at these questions my first
15 reaction to one of them was this is the kind of question
16 you can answer -- if you would come up with the right
17 thing to say and you actually said it when it was needed,
18 as opposed to three days later when you thought to
19 yourself, ah, if only I had said such and such. I was
20 stuck on that for a long time.

21 CHAIR AHMADI: Okay.

22 MS. KAYDEN: I just thought about it a lot and I
23 don't think I talked to more than two or three people more
24 than a few times. I mean, more than once or twice.

25 CHAIR AHMADI: Thank you so much.

1 MS. KAYDEN: You're welcome.

2 CHAIR AHMADI: Thanks.

3 PANEL MEMBER SPANO: I have a question. Is that
4 okay, Stephanie?

5 MS. RAMIREZ-RIDGEWAY: Yeah.

6 PANEL MEMBER SPANO: Okay. If you were selected
7 as a Commissioner to what extent would your associations
8 with local officials, elected officials and lobbyists
9 affect or influence your decision making as a
10 Commissioner?

11 MS. KAYDEN: I don't think -- I think if I were
12 selected as a Commissioner I would be right mindful of the
13 need for independent thought and I'm capable of it. And I
14 would be careful about talking about something that the
15 Commission was discussing or not discussing.

16 Although, frankly, with the disclosure, with the
17 transparency, everyone's going to know anyway.

18 But I don't think it would be appropriate to
19 talk to people about something, other than to explore
20 ideas, rather than particulars. You know, in other words,
21 a philosophy, maybe, about for instance competitive
22 districts, but not the specifics of, you know, are you
23 going to protect my district or something like that.

24 PANEL MEMBER SPANO: Okay.

25 MS. RAMIREZ-RIDGEWAY: If there are no further

1 questions from the Panel, you have six minutes if you'd
2 like to make a closing statement?

3 MS. KAYDEN: How did that ever happen?

4 Well, one of the things I was going to say as a
5 closing say, you see, I even threw in already, and that
6 was about what people thought about living in Los Angeles.

7 I think it would be a challenge if we could draw
8 the lines in a way to promote a sense of community within
9 districts. Not that everybody has to be alike or that one
10 district would be, you know, like a large neighborhood
11 council.

12 But that you can engage the residents in the
13 district with understanding that they are part of a whole
14 that touches on others within their district, and maybe
15 encourage them to talk and work with each other.

16 And also it's been a very interesting and in
17 some respects difficult because I had to think back a long
18 way, and I tend to -- as I said earlier, tend to repress
19 all the negative things, otherwise it would be hard to
20 sustain my optimism.

21 But there are a lot of -- you know, it was a way
22 of sort of thinking back on one's life and taking stock,
23 and maybe I should do something else. I don't know.

24 But, anyway, I thank you very much for your time
25 and patience with me.

1 CHAIR AHMADI: Thank you.

2 PANEL MEMBER SPANO: Thanks for coming to see
3 us.

4 MS. KAYDEN: Thank you.

5 MS. RAMIREZ-RIDGEWAY: Let's go in recess until
6 4:29.

7 CHAIR AHMADI: Sure.

8 (Recess at 4:10 p.m.)

9 (Back on the record at 4:29 p.m.)

10 MS. RAMIREZ-RIDGEWAY: We're back on the record
11 at 4:29.

12 First, I have an announcement. The Bureau of
13 State Audits has received notice that Applicant Janith
14 Norman, whose interview was scheduled for September 1st, at
15 1:00 p.m., has requested to withdraw from the pool. And,
16 therefore, you should adjust your schedules accordingly.
17 Again, you will not want to take any action with regard to
18 any applicant until our next meeting because we don't have
19 that issue properly agendized for this meeting.

20 Nevertheless, moving on, we have with us today
21 Applicant Orrin Banta.

22 Mr. Banta, are you ready to begin?

23 MR. BANTA: I am as ready as I'll ever be, I
24 think.

25 MS. RAMIREZ-RIDGEWAY: Wonderful. Please start

1 the clock.

2 What specific skills do you believe a good
3 Commissioner should possess? Of those skills which do you
4 possess, which do you not possess and how will you
5 compensate for it? Is there anything in you life that
6 would prohibit or impair your ability to perform all of
7 the duties of a Commissioner?

8 MR. BANTA: Well, I did jot down some of the
9 skills and abilities I believe are relevant and probably
10 crucial for a Commissioner.

11 There's the ability to read and understanding
12 complicated and technical written and graphic materials,
13 such as state and federal statute, maps and statistical
14 tables. The ability to determine which data is relevant
15 and which not. An ability to identify gaps in the data,
16 identify places where information is missing and have some
17 idea of where to get that information, if that information
18 is available, or be willing and able to question
19 witnesses, public members in the audience and see if they
20 can provide that information.

21 The ability to use computer hardware and
22 software, including the redistricting software that will
23 be provided. E-mail, keep up communication, word
24 processing and spreadsheets to manipulate data.

25 Ability to follow Roberts Rules of Order.

1 The ability to discern and evaluate the
2 qualities of other applicants, if you're on that original
3 eight, and express those qualities to fellow
4 Commissioners, be able to elucidate those.

5 Communicate effectively with the Commission
6 staff and Secretary of State staff.

7 Work efficiently to follow strict timelines.
8 The ability to speak in public.

9 Ability to respond, I don't know if there's
10 probably a better word, kindly to public comment and to
11 show that you are genuinely interested in what the public
12 has to say.

13 Discern gaps in procedures and statute, which is
14 what the Auditor's Office has done a brilliant job of once
15 they had the legislation and looked at it, and says, oh,
16 wait a second, there's some things here missing, how are
17 these eight people going to choose the other six, what
18 rules are they going to follow, and as well as coming up
19 with the regulations for this entire process.

20 Think quickly and soundly, but decide slowly.
21 Any of these are skills that a Commissioner needs to have
22 and, of course, there's many others.

23 I believe I possess all of these skills. My
24 technical skills are probably better than my presentation
25 skills, but I do enjoy people and I do enjoy learning from

1 people.

2 I think the skill that would be most challenging
3 would be working in public meetings, with the public, and
4 getting information from them as much as possible, rather
5 than relying on information I may already have.

6 I have a tendency to be direct and honest in my
7 responses, that puts -- that can put people off. If they
8 accept it at face value and say, and accept it literally,
9 you know, that will work very well for us.

10 I can't think of anything in my life right now,
11 other than my full time job and my children, that would
12 impair my ability to perform all of the duties of a
13 Commissioner.

14 MS. RAMIREZ-RIDGEWAY: Describe a circumstance
15 from your personal experience where you had to work with
16 others to resolve a conflict or difference of opinion?
17 Please describe the issue and explain your role in
18 addressing and resolving the conflict?

19 If you are selected to serve on the Citizens
20 Redistricting Commission, tell us how you would resolve
21 conflicts that may arise among the Commissioners?

22 MR. BANTA: Okay. My current position is
23 working for a program called Strategies and just as
24 background, Strategies is a collaborative program. We're
25 funded through the State Office of Child Abuse Prevention.

1 Though it's a single program, it's actually operated by
2 three distinct agencies, three nonprofit agencies. One up
3 in Paradise, California, one down in Camarillo,
4 California, and one in Anaheim, California.

5 So, we work collaboratively to provide this
6 program statewide and train social service staff and
7 family resource center staff throughout California.

8 When I first started with Strategies, a little
9 over five years ago, there was very little consistency in
10 the written products that Strategies produced, handouts
11 that we'd provide, trainings, Powerpoint presentations.
12 Just about everything was a little different depending on
13 which of the three offices you went to.

14 And we do a lot of our work through workgroups,
15 so we have collaborative workgroups that have
16 representatives from each of the three offices, so we have
17 representation from Northern California, Central
18 California, and Southern California.

19 At that time we had a group called the Support
20 Team Workgroup and we started to come up with ideas to
21 make our written products consistent statewide, so that
22 people could recognize our handouts as a Strategies
23 handout. We were attempting to make them more
24 professional, to brand the program so that people would
25 readily recognize what we were doing and that what we were

1 handing out is important.

2 Many of the guidelines that we came up with we
3 could not agree on statewide, people wanted more freedom,
4 more creativity, they didn't want to propose things that
5 others that they worked -- other co-workers, that were not
6 on the workgroup, might not agree with.

7 In this case, instead of very specific
8 guidelines for what a handout will look like, how big a
9 logo will be, what size the margins will be, what font
10 we'll use, we came up with some general guidelines that
11 said that basically the logo will be there, the margin
12 will be wide enough, the font will be at least this large
13 so that people can read it. And that's how we started.

14 My role in that was to explain how I was doing
15 handouts and my role since then was to make sure that all
16 of the products that came across my desk were consistent
17 and followed much stricter guidelines than the general
18 guidelines that we institute, so that all of the handouts
19 that I produce look the same. They're immediately
20 recognizable as a Strategies handout. They look
21 professional, they're easy to read, and we get a lot of
22 good responses from them.

23 And so, what has happened over time is people
24 have recognized that that's how a Strategies handout
25 looks. When I get stuff from other offices, I revise it

1 to look that way, return it to them.

2 And over time we've had much more consistent
3 products, consistent written products and graphic products
4 throughout Strategies.

5 We are going -- we're having our statewide
6 meeting next week, that's our twice a year we have an in-
7 person meeting with all of the Strategies staff. And we
8 will be having a Support Team meeting then, and we are
9 going to be looking, again, at these guidelines that we
10 would like to see or some of us would like to see
11 instituted statewide, and we're working on a process to
12 get that going.

13 If selected to serve on the Citizens
14 Redistricting Commission, my first objective in resolving
15 conflicts between Commissioners would be to clarify the
16 conflict, itself.

17 A lot of times people seem to have a conflict,
18 but they're actually talking about the same thing.
19 They're in agreement; they just think they have a
20 conflict.

21 Once a conflict is identified I would use a
22 tool, like we use a tool called "Ingredients of
23 Agreement," which gives people an opportunity to clarify
24 exactly how much in agreement they are with a particular
25 proposal. And they could be -- they could be a one that

1 says, yes, I totally agree and support this, down to a
2 five which is I'm definitely opposed to it and I want my
3 opposition, you know, recorded in writing.

4 But if we could use a tool like that, like the
5 "Ingredients of Agreement" and if we have a group of 14
6 Commissioners and most everybody is in the one to two
7 range, we know we can feel comfortable moving forward.

8 If we have multiple people that are in the fours
9 and fives, that are very opposed to it or that don't care
10 about it, or just want one little thing changed, then we
11 can look at that one item.

12 I'd want to identify -- you know, if there's a
13 conflict, I'd want to identify where we do have
14 agreements, where we do have common ground.

15 I would want to consider and share the reasoning
16 and evidence each one of the Commissioners has for their
17 particular opinion. What are they basing this opinion on,
18 why are they opposed?

19 I would want to explain my reason, including any
20 doubts I have about evidence. I've heard people totally
21 convinced that this is -- that something occurred, when
22 there is no actual evidence that it occurred, and I think
23 it's important to make sure people realize that there is
24 that possibility that it did, in fact, not occur, because
25 we don't have that evidence.

1 If need be, I would want to check and see if
2 concessions can be made in other areas, if Commissioners
3 are willing to bargain or compromise, if they're willing
4 to say yes to proposal A if you say no to proposal B,
5 something of that nature.

6 If necessary, I would want to move on to what we
7 did like in our Support Team Workgroup. I mean, we
8 decided that we could not come to agreement anytime, like
9 during that meeting, initially, so we move on to other
10 business.

11 I realize that the Commission has a strict
12 timeline and has, I mean by statute, a job to do in a
13 certain period of time, but there's often more than one
14 task that needs to be worked on. And if something can't
15 be decided immediately, move on to something else, let all
16 of the discussion that was on the -- whatever the proposal
17 was over which there was conflict, let that sink it, let
18 people do a little thinking about it, let them do some
19 more study on it, independently, and share their thoughts.

20 MS. RAMIREZ-RIDGEWAY: We have about eight
21 minutes remaining for this segment.

22 How will the Commission's work impact the State?
23 Which of these impacts will improve the State the most?
24 Is there any potential for the Commission's work to harm
25 the State and, if so, in what ways?

1 MR. BANTA: Well, ideally, as was the intent of
2 the legislation creating the Commission, the Commission's
3 work will provide fair voting districts for the State of
4 California. So, that's my vision.

5 If nothing else, it should provide better
6 representation of our diverse communities. And I said in
7 my application, I would like to see greater competition
8 for legislative seats within each district.

9 We have, in our area, a U.S. Congressman that
10 runs virtually unopposed, you know, every time he's up for
11 election. Nobody has been able to put somebody up. So,
12 he's in a position where he doesn't even have to show up
13 to candidate debates, he doesn't have to listen to what
14 anybody has to say, he doesn't have to listen to different
15 opinions, he's in, he's going to make it.

16 I would like to see situations like that
17 avoided. I would like to see a lot of competition in each
18 of our legislative districts between multiple people, that
19 have multiple different views, so that people are
20 discussing the situation.

21 That's my ideal and I think that's what would
22 improve the State the most.

23 Is there any potential for the Commission's work
24 to harm the public? Certainly. I mean, that's why the
25 Commission was formed in the first place.

1 If the Commission does not listen to the people
2 that we're representing and forming districts for, it
3 would be really easy to disempower or disenfranchise, say,
4 a particular group of citizens and basically make their
5 voice unheard or so faint that it wouldn't be recognized.
6 So, that potential is there.

7 I think due to your work and your willingness to
8 review the hundreds of thousands of applications that have
9 come through, all the work of the Auditor's Office, I
10 think we have applicants that have a very sincere intent
11 to follow, you know, the legislation and who want to see a
12 fair California.

13 MS. RAMIREZ-RIDGEWAY: Describe a situation
14 where you've had to work as a part of a group to achieve a
15 common goal? Tell us about the goal, describe your role
16 within the group, and tell us how the group worked or did
17 not work collaboratively to achieve this goal?

18 If you are selected to serve on the Citizens
19 Redistricting Commission, tell us what you would do to
20 foster collaboration among the Commissioners and ensure
21 that the Commission meets its legal deadlines?

22 MR. BANTA: Okay. Prior to --

23 MS. HAMEL: Five minutes. Five minutes.

24 MR. BANTA: Okay. Prior to my work with
25 Strategies I was the Coordinator for Butte County's Adult

1 and Juvenile Drug Courts and had the opportunity to apply
2 for a grant from the Administrative Office of the Courts.

3 The drug courts, themselves, or the drug court
4 in Butte County as the collaborative effort of the
5 superior court, district attorney's office, public
6 defenders, sheriff's and other local law enforcement,
7 probation department, and the Department of Behavioral
8 Health. So, we were working collaboratively, already.

9 One such opportunity was getting a grant from
10 the Administrative Office of the Courts, we had an
11 opportunity to apply for.

12 To begin with, as the Coordinator, I polled our
13 collaborative partners and asked them what they would like
14 to see us do with the grant, what types of things should
15 we do to make sure that the participants in drug court
16 have a better chance at succeeding and graduating from
17 drug court, and remain drug free after they graduate.

18 So, I got all of their ideas and then I was able
19 to start working on the application, and on a budget,
20 which I went back to the group and said, okay, this is
21 what I've come up with that we can do with this amount of
22 money and they said okay, sent the application in.

23 Once funding was received I began working with,
24 again collaboratively, with attorneys from the
25 Administrative Office of the Courts to rewrite a contract

1 with independent treatment providers that provided
2 substance abuse treatment in the county.

3 That was a lot of good work. I started out with
4 the Butte County Department of Behavioral Health Contract,
5 the contract they used with treatment providers, so that
6 it would be satisfactory to the Department of Behavioral
7 Health, and then modified it to reflect that the contract
8 would now be between the court and the treatment
9 providers.

10 Worked with the Administrative Office of the
11 Courts to make sure that that was feasible for them and
12 then worked collaboratively with all of the drug court
13 staff and the treatment providers to make sure that those
14 contract provisions were taken care of.

15 And we were also able to do printed
16 informational brochure, buy incentives, and graduation
17 gifts for participants, to get drug testing supplies. We
18 were able to do a lot of different things with this money
19 that enabled our drug court participants to succeed and
20 really helped them out a lot.

21 If I'm elected to serve on the Citizens
22 Redistricting Commission, what I would do to foster
23 collaboration among Commissioners?

24 I would remind them of the intent of the
25 legislation that created the Commission, the vision the

1 voters had, each one of those that voted for Proposition
2 11, what was their vision, what was their intent when they
3 said yes to the proposition.

4 Now, the historical significance of what we'll
5 be doing is this will be the first Citizens Redistricting
6 Commission of California.

7 I'll reach out to more quiet members. That's an
8 issue we have in Strategies. Sometimes people are a
9 little more quiet, they don't voice their opinion and a
10 lot of times it's really easy to think that a person that
11 doesn't, you know, stand up and rant and rave, and say I
12 disagree with this, you just kind of naturally think they
13 agree.

14 But we've learned that silence doesn't
15 necessarily imply agreement and it's important to
16 determine whether that silence, you know, indicates
17 agreement, timidity, ambivalence, or anger, or something
18 else entirely different.

19 If any Commissioners are kind of quiet like that
20 and they're having difficulty expressing their ideas, you
21 know, I'd talk to them and see what I can do to help them
22 express their ideas.

23 MS. HAMEL: One minute.

24 MR. BANTA: Okay. Also be -- also able and
25 willing to give instruction regarding use of software.

1 That's something I do frequently in my job, when somebody
2 has a problem with Microsoft Word or Excel, and they say,
3 hey, I can't fix this, help me, help me, or Word put this
4 line on my paper and I can't make it go away, you know,
5 I'm there to help out in those situations.

6 I'm sure that I'll pick on the Redistricting
7 software very quickly and be able to use that well, and
8 help other people learn how to use it.

9 Respond quickly and transparently to
10 communications. That's a priority of mine, that when I
11 get information that somebody -- when I get a request for
12 information, that somebody else is waiting on this
13 information, I make it a priority to make sure that they
14 get the information as quickly as possible, so that they
15 can proceed with the work that they have planned to do.

16 MS. RAMIREZ-RIDGEWAY: We're just about at the
17 end of our 20 minutes, shall we go ahead and ask the last
18 question?

19 CHAIR AHMADI: Yes, please, I think so.

20 MS. RAMIREZ-RIDGEWAY: A considerable amount of
21 the Commission's work will involve meeting with the people
22 from all over California, who come from very different
23 backgrounds and very different perspectives. If you are
24 selected to serve on the Commission, tell us about the
25 specific skills you possess that will make it effective in

1 interacting with the public?

2 MR. BANTA: Well, I think a lot of the specific
3 skills were addressed in the very first question. I
4 believe this -- this question has less to do with specific
5 skills and more to do with attitude and inclination.
6 Because we're talking about talking with people and not in
7 kind of a controlled, skilled way, but in open and fact-
8 finding way to where you're getting information from
9 people.

10 To be effective in interacting with the public,
11 well, to begin with, basically, I firmly believe that the
12 best decisions are made when you have the most
13 information, when you've considered opinions from a
14 variety of viewpoints, when you have the evidence, when
15 you have the facts, that's how you're going to make the
16 best decision.

17 I like -- I strive to be right, you know. I do
18 not like being incorrect. That means when I'm making a
19 decision, I want to have all the information available to
20 me and I would be hesitant to make more decisions unless I
21 have -- have that information available.

22 My natural curiosity will serve the public well.
23 I will, you know, because I want to know people's
24 opinions, it's not just part of a job. I'm curious. I
25 want to know what their opinion is, how they arrived at

1 that opinion, what evidence they have, what kind of
2 reasoning they used.

3 Those are the kinds of things that, you know,
4 I'm naturally curious about.

5 I think I basically answered the question. Is
6 that my 20 minutes?

7 MS. RAMIREZ-RIDGEWAY: Correct.

8 MR. BANTA: Okay.

9 MS. RAMIREZ-RIDGEWAY: Mr. Ahmadi, would you
10 like to begin your 20 minutes?

11 CHAIR AHMADI: Yes, thank you.

12 Good afternoon, Mr. Banta.

13 MR. BANTA: Good afternoon.

14 CHAIR AHMADI: I have a few, real quick follow-
15 up questions, based on your statements, just to be sure
16 that I got -- that I understood correctly.

17 I heard you, a couple of times, mentioning that
18 the software for Redistricting will be given. Did I hear
19 you correctly?

20 MR. BANTA: There is reference in the materials
21 on the Auditor's website about Redistricting software and
22 that the Commissioners will need to use this.

23 CHAIR AHMADI: Okay.

24 MR. BANTA: That's incorrect?

25 MS. RAMIREZ-RIDGEWAY: That the Legislature must

1 prepare it or must provide it.

2 CHAIR AHMADI: Okay, thank you so much.

3 MR. BANTA: Okay.

4 CHAIR AHMADI: In regards to -- as part of your,
5 you know, areas that you will probably be challenged, you
6 mentioned that you have a full time job?

7 MR. BANTA: Yes.

8 CHAIR AHMADI: And other than that there is
9 nothing else. Let me ask you about your scheduling and
10 timing, how much time do you foresee needing to put on the
11 Commission's work, should you be selected?

12 MR. BANTA: That isn't real clear. What I
13 foresee and I can -- I can see probably 16 to 20 hours a
14 week. I understand that most of the work would be
15 evenings and weekends, conducting public meetings
16 throughout California is that's how it's been described to
17 me.

18 So, that's what I could see. I could easily see
19 doing more work, I have a tendency to kind of jump right
20 in and start doing all of those technical things, you
21 know, the real grind work that other people are either
22 unable or unwilling to do. So, I could end up doing much
23 more work than that.

24 CHAIR AHMADI: What about your full time job?

25 MR. BANTA: What about my full time job?

1 CHAIR AHMADI: Should you come in and spend more
2 time?

3 MR. BANTA: I don't think, I mean I can -- my
4 schedule, I mean, I basically work 8:00 to 5:00, Monday
5 through Friday, so those are my regular hours. From time
6 to time, you know, we -- well, fairly frequently, not time
7 to time, we do training events, so I would be traveling to
8 other places in California to support the trainers that
9 are providing a training workshop.

10 So, those are things that are on a calendar
11 right now. And, you know, I'm used to traveling. I
12 certainly have the time to do the Commission's work, as
13 far as I know.

14 CHAIR AHMADI: Thank you, sir.

15 MR. BANTA: Uh-hum.

16 CHAIR AHMADI: I also heard you say a couple of
17 times that information is crucial?

18 MR. BANTA: Yes.

19 CHAIR AHMADI: Or having all or whatever the
20 Commission will need available is important.

21 MR. BANTA: Uh-hum.

22 CHAIR AHMADI: Could you please tell me about
23 what do you mean by information, what type of data do you
24 envision as being needed as part of the Commission's work?

25 MR. BANTA: Well, of course, there will be the

1 Federal Census Bureau information that will be coming out
2 as far as population goes and, you know, how many people
3 are in each census block, census tract.

4 Probably demographic -- a lot of demographic
5 data will probably need to be gathered from the
6 communities, themselves. A lot of that information is not
7 available and won't be available from the Census Bureau
8 for quite some time, as there's always quite a good lag
9 from that.

10 I guess what's really more important is when you
11 don't have that information is to recognize, hey, we don't
12 have that information and either try to get it or accept
13 the fact that you don't have that information, and you're
14 not going to get the information, and to be able to make
15 the best judgment you can based on the information that
16 you have.

17 A lot of times when you go to a community in
18 California there's a lot more going on there than you
19 would know just by showing up, being an outsider, and so
20 it's very important to ask the people that actually live
21 there, see what their opinion is. And they can provide
22 that missing information that would have some type of
23 bearing on the decisions that you're making. In this
24 case, I guess, borders for legislative districts.

25 CHAIR AHMADI: Okay, thank you.

1 MR. BANTA: Uh-hum.

2 CHAIR AHMADI: I'll just refer to my notes real
3 quick.

4 You mentioned that you're traveling a lot
5 throughout California. In looking back at your
6 application, and I'm just going to quote a phrase from
7 there, as part of -- when you do travel, you identify
8 under-served population --

9 MR. BANTA: Yes.

10 CHAIR AHMADI: -- and include them in your work?

11 MR. BANTA: Yes.

12 CHAIR AHMADI: How do you determine who is
13 under-served? And once you have identified them, how do
14 you go about including them in your work and why is it
15 important?

16 MR. BANTA: Okay. It is one of the things I
17 would like to talk about and there's other statistical
18 things. But one of the things I'm able to do, that we
19 talked about in the first question, is find out -- I can
20 see where there's gaps. I have a good, general knowledge
21 of what information is available out there to people that
22 want to get data and statistics.

23 There was an assumption in our program that the
24 under-served communities and it was just -- I don't know,
25 I'm not sure, it was kind of like a cultural assumption

1 that maybe it was the Hispanic people, or the Native
2 Americans, or the African Americans, or the gay community
3 that were under-served.

4 And I didn't see any real evidence of that. So,
5 when we were talking about going out and serving the
6 under-served, I actually went to the data, I went to our
7 records and our database of who we served, where they
8 lived, got the best data I could find about the number of
9 social service staff in each of California's counties.
10 And, you know, calculated percentage-wise, who are the
11 people that are really getting under-served.

12 And we found that one of the counties we assumed
13 was served very well was Alameda County. Alameda County
14 was they very much under-served county.

15 A county that was virtually unserved was Marin
16 County. I think there was just an assumption that
17 everybody in Marin County is affluent.

18 This was well over a year ago that I did this
19 research and we just conducted our very first, as far as I
20 know, training event in Marin County last week.

21 And it went over very well, we had 42 people
22 registered -- we usually cut off registration at 40
23 people, we had 42 people registered and we had 27 people
24 on a waiting list.

25 Because I went out and found that data and then

1 did outreach over the last year or two and put the
2 agencies. I did research and found out the types of
3 agencies that were in Marin County that we could serve, I
4 put them in our database, so they started to get our
5 fliers, they started to get our e-mail message.

6 Some of the counties that we assumed were under-
7 served, like Alpine and Modoc, and we haven't done
8 training in either of those counties, but those people
9 were -- typically traveled to our training events in other
10 places and so, as it turned out, they were not as under-
11 served as we initially thought.

12 It's important to serve the under-served, but
13 sometimes we call them under-resourced because these are
14 communities, people, groups that do not have the resources
15 that sometimes more affluent, than other counties have.
16 In Sacramento there's a lot of access to training events,
17 people are more able to get the training they need to
18 succeed on their jobs.

19 It's important to us, one, because we're
20 federally funded through the State Office of Child Abuse
21 Prevention and we're using taxpayer funds. It's not okay
22 to do that and serve one group or exclude other groups.

23 I mean, I could go on to a list of reasons of
24 why that's just plain wrong.

25 But it's important to make sure that the funds

1 that we have and the resources that we have are used
2 wisely to benefit all of California, not just certain
3 groups.

4 CHAIR AHMADI: Okay, thank you so much.

5 MR. BANTA: Uh-hum.

6 CHAIR AHMADI: Let's put that experience in
7 perspective for the State of California and ask all of
8 your responsibilities, should you be selected as a
9 Commissioner.

10 And the question is how would you identify
11 groups or individuals who will be -- who do you think will
12 be actively involved, you know, when they -- through the
13 public hearings, perhaps, how do you identify the groups
14 or individuals who are not as involved with the political
15 process?

16 MR. BANTA: Uh-hum.

17 CHAIR AHMADI: What are some of the things that
18 you might be doing?

19 MR. BANTA: A big part of that will be outreach.
20 I suspect that, I mean, like this public meeting, that the
21 public participation will be fairly sparse and that we
22 need to outreach those.

23 But again, we need to start asking people the
24 questions, say who are the groups in your community?

25 You can get a lot of information from libraries,

1 find out which groups are meeting where and find out,
2 basically, who's in the community. You might have to
3 drive through the community and say, hey, we're having
4 this public meeting, you know, please come on down.

5 Identifying those groups, we would probably have
6 to rely a lot more on last census information, because a
7 lot of the stuff as far as -- a lot of the information, as
8 far as ethnicity, socioeconomic standing, education, a lot
9 of those more smaller populations, the statistics do
10 not -- will not come out on those later.

11 But there is so much information out there. I
12 don't know if this would be a good time, there was one
13 situation that, again, kind of illustrating my ability to
14 see what's not there, and it has to do -- and this is not
15 a criticism at all of this Panel, but I did notice that
16 the urban regions or urban counties are much more
17 represented in the final 120 applicants, than are rural
18 counties. I think there's several counties that aren't
19 represented, but over half of those are counties that
20 could be classified as rural or frontier counties.

21 And I think perhaps reflective of this, and more
22 critical is the socioeconomic standing of the 120
23 applicants remaining.

24 At this point the California median income is
25 about \$36,000. That means that about half the people in

1 California make less than \$36,000. And there's very few
2 people, less than four percent, remaining in the applicant
3 pool that are making under \$36,000.

4 So, there's a gap from 50 to four percent,
5 something that's readily apparent to me. The situation
6 currently is that the legislative leadership could, when
7 they get their chance to pare down the list, could take
8 out everybody of a lower socioeconomic level and basically
9 disenfranchise more than 50 percent of California's
10 voters.

11 But those are things that are apparent to me in
12 existing data, and because of my familiarity with
13 demographics of California that I would see, or I would
14 likely see. You know, if somebody presented some data I
15 could look at that and say, okay, that's probably not
16 right. That looks like it's right on. It looks like
17 we're missing some information here.

18 So, I don't know if that answered your question
19 or not?

20 CHAIR AHMADI: Well, that's your response and I
21 appreciate that.

22 MR. BANTA: Okay.

23 CHAIR AHMADI: And thanks for the comment by the
24 way.

25 MR. BANTA: Okay.

1 CHAIR AHMADI: I have no further questions.

2 MS. RAMIREZ-RIDGEWAY: Ms. Camacho?

3 VICE CHAIR CAMACHO: Hello, Mr. Banta.

4 MR. BANTA: Hello.

5 VICE CHAIR CAMACHO: In your application you

6 described yourself as an average Joe.

7 MR. BANTA: Yes.

8 VICE CHAIR CAMACHO: Average Joe, sorry. What

9 do you mean by that? And also, does being an average Joe

10 help you be a Commissioner and, if so, how?

11 MR. BANTA: Absolutely. I'm an average Joe

12 because I have a basic job. I'm a single dad, raising two

13 children, you know, have a small house in a suburban type

14 neighborhood.

15 I am familiar with, I would guess, the lower

16 socioeconomic levels and able to communicate and be

17 comfortable with people of lower socioeconomic levels, as

18 well as those in the upper socioeconomic levels. But

19 that's what I mean by average Joe.

20 But how that would help me is because I am

21 comfortable with people and it's like, okay, I'm one of

22 you. I'm not just, you know, a fat cat that came out of

23 Sacramento that's, you know, making a million dollars a

24 year, or \$250,000, or whatever it is, here to get your

25 legislative districts.

1 I can sit there and chat about, you now, the
2 water drying up, or the mortgage crisis or, you know,
3 anything else that people might have on their minds that
4 would be advantageous for Commissioners to know.

5 VICE CHAIR CAMACHO: What you were saying,
6 there's 50 percent of the population making under \$36,000
7 a year in California.

8 MR. BANTA: Yeah.

9 VICE CHAIR CAMACHO: And 50 percent that are
10 making more. You're talking about the lower socioeconomic
11 levels, how -- can you give me a little bit of information
12 on the upper socioeconomic levels and how you'd be able to
13 interact with them?

14 MR. BANTA: Well, long ago, when I was younger,
15 way back in the decade we called the eighties, I
16 considered myself an upwardly mobile professional. And I
17 went to college, I went to a fairly affluent college, I
18 was one of the poorer kids on campus.

19 And, basically, learned to interact and, you
20 know, I had friends that made, or whose families made
21 quite a bit more money than I did. I had friends that
22 would say, ah, I'm so stressed out, I'm so poor, I'm
23 totally broke, I only have \$300 left in my checking
24 account. You know, people that have no idea that, okay,
25 I've been eating the same peanut butter and crackers for

1 two months now. You know, I don't want to hear about how
2 broke you are with your 300 bucks.

3 Also, prior to finishing my education at Chico
4 State, I worked in the restaurant industry for about ten
5 years and many of those restaurants were fine dining
6 restaurants.

7 The Congressman I talked about earlier, I served
8 him like over 15 years ago, something like that.

9 So, I am comfortable speaking with people. I
10 understand that everybody has their worries, everybody has
11 their concerns, and that's something that, you know, I'm
12 not ignoring. But I'm in a position to put those concerns
13 in light.

14 You remember when Donald Trump was going
15 bankrupt and he had to survive on 20 million a year, or
16 something like that? You know, I had -- you know, I
17 understood that because he was used to spending much more
18 money.

19 You know, the sympathy didn't run real deep, but
20 I had an understanding of that situation and I could
21 compare that to my own.

22 I don't know, does that give you a response?

23 VICE CHAIR CAMACHO: No, no, exactly. Yep, that
24 answers, thank you.

25 MR. BANTA: Okay.

1 VICE CHAIR CAMACHO: You have staff and hired
2 consultants to help with some administrative and technical
3 aspects of being a Commissioner. What do you see your
4 role beyond that, managing them, overseeing them?

5 MR. BANTA: Well, I think, fortunately, and I
6 think it's very advantageous for a Commissioner to have
7 positions where I have, in the courts where I was working
8 for judges. And in my present position, it's like I am
9 support staff, so I know how to communicate with support
10 staff and do it on a regular basis, and can communicate
11 effectively with support staff.

12 I've worked with consultants, I was a consultant
13 for a while for an economic and demographic research
14 company, out of Chico, California.

15 So, those are things that I am familiar with and
16 I can speak the language, I can be somewhat of an
17 intermediary between staff and Commissioners that may or
18 may not be as comfortable with talking with staff.

19 As far as management goes, I mean, I've been in
20 the restaurant business and currently a lot of people
21 think I am a manager because I'm that -- I'm that helpful,
22 I guess. I can generally provide clear instructions. I
23 do a lot of my work on my own.

24 You know, as far as supervising staff I don't --
25 I don't know, would they be actual employees, would the

1 staff be actual like employees of the Commission or I'm
2 assuming it would be Secretary of State staff that you
3 would be working with, they're providing specific
4 service --

5 MS. RAMIREZ-RIDGEWAY: You'll have a mix.

6 MR. BANTA: What's that?

7 MS. RAMIREZ-RIDGEWAY: You'll have a mix.

8 Initially, the Secretary of State's Office will be
9 responsible for assisting you until you're fully staffed
10 and then you'll have your own staff.

11 MR. BANTA: Okay. So, but as far as management
12 and supervisory skills, I don't really foresee that as an
13 issue at all.

14 Again, I'm coming from the -- I'm the average
15 Joe, so I'll be able to communicate effectively with
16 people and it's like, okay, I'm one of you, we're on this
17 team together, let's get the job done.

18 VICE CHAIR CAMACHO: Okay. Can you please
19 provide some examples of the ways in which California's
20 rich diversity impacts voter preferences?

21 MR. BANTA: Wow. Well, I think the reason the
22 socioeconomic level was a concern for me is because I
23 think that probably has greater impact on voting behavior
24 than anything else.

25 And again, I think probably one of the reason

1 with that, with the lower two categories of income were so
2 lowly missed or represented in this 120 applicants is
3 because of the demands placed on people that are making
4 that income.

5 I think some of those folks probably have a
6 disinterested, a lot of them are just so busy trying to
7 make sure that there is a loaf of bread on the table that
8 they figure they don't have time for this. A lot of those
9 people are probably making a lower income because they
10 don't have the education and the ability to succeed in a
11 job like this.

12 Those are all things that would affect voting
13 behavior. Certainly, a person's sexual preference,
14 whether they're gay or heterosexual, a lot of times
15 ethnicity will play a role.

16 My personal belief is because of how that is
17 tied to -- so strongly to socioeconomic level, again, the
18 rural/urban mix I think needs to be taken into account.

19 And again, it's all of these -- all of these
20 elements of culture are so intertwined that you can't -- I
21 don't think there's a way we can say that, you know, all
22 African Americans are going to vote this way or, you know,
23 all women are going to vote this way, or everybody that
24 makes over \$250,000 is going to vote this way.

25 You know, there's -- I mean, looking at the

1 demographics again, I think it was the category of 250,000
2 or more, or something like that, it's highly represented
3 in the Democrat area, which was interesting to me. It's
4 like the Democrats that applied were all doing, seems
5 like, comfortably well, you know.

6 So, that's really hard to define, what their
7 voting behavior is, and I don't know if we have any real
8 firm and hard statistics that would tell us.

9 And I'm always hesitant to look at a group or
10 consider a group to be behaving in a particular way
11 because there's usually so many exceptions to the rule.

12 And because even if there's just one exception,
13 you're placing somebody in a box that they don't belong in
14 and I think that's unfair to that person. It would be
15 unfair to the State of California if we're basing
16 decisions based on what box we put people in saying, okay,
17 this person's going to vote this way so we're going to put
18 him in this district. You know, if we talk to the person,
19 that individual and they say, yes, I'm going to vote this
20 way, then we have something to go on.

21 VICE CHAIR CAMACHO: With that in mind, and the
22 voting of individuals, would voting preferences affect how
23 you would redistrict an area?

24 MR. BANTA: It might affect how the Commission
25 does. I would advocate for a different stance. As I said

1 earlier, I want to see a mix. I want to see people that
2 would vote in 15 different ways, groups of people that
3 would vote in 15 different ways in a community forum,
4 discussing all of the issues that are likely to come
5 before the State Congress, the Senators and Assembly, and
6 discussing all of those issues before an election even
7 takes place, before they've made their final decision.

8 I think it's very valuable and beneficial to the
9 State that candidates hear all of the opinions, think
10 about all of those opinions, discuss all of those
11 opinions.

12 So, what I would like to see is a very mixed
13 group of people. So, if there was a way to identify, yes,
14 these 15 groups are all going to vote differently, and
15 they all live in about the same area, I would want to get
16 those 15 groups in the same district.

17 So, that's the -- that's the only way I would
18 not want to peg somebody, you know, based on whatever
19 affiliation that they have, that say they're going to vote
20 a certain way and put them in a district that way.

21 But is that making sense, the difference, kind
22 of?

23 VICE CHAIR CAMACHO: Yes.

24 MR. BANTA: Okay.

25 VICE CHAIR CAMACHO: I just wanted to clarify,

1 make sure I have it.

2 MR. BANTA: Okay.

3 VICE CHAIR CAMACHO: Voting preferences, we're
4 not talking about political affiliations, it's more how
5 the people vote.

6 MR. BANTA: Right.

7 VICE CHAIR CAMACHO: Is that what you're
8 describing or were you describing more in the sense of the
9 people -- grouping the people by their interests. So, for
10 example, Proposition 8, that is definitely a preference.

11 MR. BANTA: Right.

12 VICE CHAIR CAMACHO: Is that what you were
13 talking about?

14 MR. BANTA: No.

15 VICE CHAIR CAMACHO: Okay.

16 MR. BANTA: No. There's a few things like that,
17 like local elections, sometimes the local county clerk
18 will have information like that about which precinct voted
19 which way.

20 I would -- that's like stacking the cards. I
21 would want to avoid that as much as possible. You know,
22 if I had an opportunity like that, using Proposition 8, if
23 I was looking at a community, I would look at three
24 precincts that voted yes, or had a majority yes, and three
25 that put no and I'd stick them in there together, let them

1 hash it out.

2 You know, I couldn't -- I couldn't see doing
3 something like that.

4 VICE CHAIR CAMACHO: Okay.

5 MR. BANTA: At all, so --

6 VICE CHAIR CAMACHO: No problem.

7 MR. BANTA: No.

8 VICE CHAIR CAMACHO: When the Commission gets
9 together there is a very tight timeframe.

10 MR. BANTA: Yes.

11 VICE CHAIR CAMACHO: If you are one of the eight
12 individuals that is selected, what would you see your
13 first 60 days to be, what would you do?

14 MR. BANTA: Well, the only mission of that first
15 eight is to select the other six. So, what I could see
16 doing in that first 60 days is meeting with those other
17 seven Commissioners as soon as possible, and as long as
18 possible, and reviewing. I guess, we'll have a -- would
19 have a chance to review the applications ahead of time, as
20 well as their interviews.

21 These are being recorded, I'm guessing?

22 VICE CHAIR CAMACHO: Yes.

23 MR. BANTA: So, you'd be watching the
24 interviews, trying to make sure that everybody is doing
25 the study ahead of time, and getting together and coming

1 up with slates of those six Commissioners, so that we
2 could get them in place as soon as possible.

3 MS. HAMEL: Five minutes.

4 MR. BANTA: What's that?

5 MS. HAMEL: Five minutes.

6 MR. BANTA: Okay.

7 VICE CHAIR CAMACHO: Would there be anything
8 else that you would do and want to accomplish right off
9 the bat?

10 MR. BANTA: Certainly.

11 VICE CHAIR CAMACHO: Other than selecting the
12 individuals?

13 MR. BANTA: Certainly, building relationships
14 with the other seven Commissioners, you know, as much as
15 possible, find out as much as I can about them, let them
16 know where I'm coming from, so that they're not going to
17 have to be doing some guessing later.

18 Share backgrounds, just make sure that we know
19 each other well enough so that we can begin to work as
20 effectively as possible as a group.

21 So, I think there's going to be, what, a
22 temporary Chair and Vice Chair that would be replaced once
23 there's a full Commission of 14. That would be the other
24 item.

25 Other than that I think it would be beneficial

1 to hold off, just looking at the regulations that are
2 proposed now, about what time of information, and
3 training, and education will be provided to the
4 Commissioners.

5 I think it would be beneficial to hold off on
6 that and get that same training and education with the
7 full Commission, so that we're all on the same page as
8 much as possible.

9 VICE CHAIR CAMACHO: Okay, thank you very much.
10 I have no further questions.

11 MS. RAMIREZ-RIDGEWAY: Ms. Spano?

12 PANEL MEMBER SPANO: Good afternoon.

13 MR. BANTA: Hi.

14 PANEL MEMBER SPANO: Hi. The process for
15 redistricting is strictly governed by federal law,
16 particularly the Voting Rights Act, as well as by
17 provisions of State law in the Voters First Act.

18 One of the things federal law requires in
19 certain circumstances is that district lines be drawn in a
20 way that gives particular racial or ethnic minority groups
21 the opportunity to elect a representative of their choice.

22 MR. BANTA: Uh-hum.

23 PANEL MEMBER SPANO: How would you feel about
24 having your work as a Commissioner directed in that
25 manner?

1 MR. BANTA: I would have no problem with it. I
2 mean, it's a law, this is what you're supposed to do, it's
3 part of the job, you do the job. Yeah, I wouldn't have
4 any ill feeling. But in all honesty, I think my feelings
5 about it would be irrelevant.

6 PANEL MEMBER SPANO: Do you believe the Voting
7 Rights Act of 1965 is necessary law, why or why not?

8 MR. BANTA: Probably less necessary now than it
9 was in 1965 but -- but yes. Yeah, people need to have
10 their voice heard and it's too easy to silence groups. I
11 mean, that's why the legislation for the Redistricting
12 Commission was formed is because it is possible to look at
13 things and say, okay, this group here is getting really
14 strong, let's split them up into three different
15 districts, or four different districts, so that their
16 voice is diluted in the process.

17 And anything that prevents that from happening I
18 think is very valuable.

19 PANEL MEMBER SPANO: Thank you.

20 Describe for me what factors constitute a
21 community of interest in your mind?

22 MR. BANTA: I my mind it would be any community
23 that views themselves as a community. A group of
24 individuals that identify with each other and say we share
25 the same culture, or we have the same ethnicity, or we all

1 go to the same church, whatever it is, that would be a
2 community of interest to me.

3 If somebody steps out, we're at a public meeting
4 and somebody steps up and says, hey, you know, we're the
5 XYZ group and we've been ignored for the last 15 years, we
6 want a voice at the table. That would be a community of
7 interest to me.

8 PANEL MEMBER SPANO: Thank you.

9 MR. BANTA: Uh-hum.

10 PANEL MEMBER SPANO: Are communities of interest
11 involving racial or ethnic commonality important than
12 other kinds of communities of interest?

13 MR. BANTA: Are they more important?

14 PANEL MEMBER SPANO: Yes.

15 MR. BANTA: Not to me. I don't -- I don't
16 believe they are. I think there's other factors, such as
17 socioeconomic status, that are much more relevant. And
18 again, as I talked about earlier, there are so many
19 exceptions to the rule or the norm. You know, if there's
20 a norm for this particular ethnic group, there's hundreds
21 of exceptions to it as well, and people that don't
22 identify with that particular group.

23 So, to me, they're no more important. They're
24 not unimportant.

25 But a lot of times -- well, that's how we get

1 our data, a lot of our data is broken down by ethnic
2 group, so that's what you have to work with.

3 So, in that sense maybe a little, but I don't --
4 no, people are people, we're all in this State together,
5 we're all working, we're all paying taxes and I can't look
6 at a group and say, I'm sorry, your group's not as
7 important as this group over here.

8 PANEL MEMBER SPANO: Okay. Describe the most
9 complex task or assignment you have performed?

10 MR. BANTA: Perhaps the most complex is going
11 back to the drug court situation employment. And when I
12 started that position I was looking for statistics on how
13 many people had been in drug court, how many people had
14 graduated, what the recidivism rates were, and started
15 digging through the files and found out that the
16 statistics on drug court were kind of like hand counted.
17 There was not an actual database of drug court
18 information. And when people wanted to know how many --
19 and I saw the literal chicken scratches, when they wanted
20 to know how many people had graduated, they hand counted
21 them every once in a while.

22 So, I began to build a drug court database. I
23 got data from the Department of Behavioral Health and from
24 the Probation Department, started consolidated the
25 information into an extremely large spreadsheet that

1 included all of the people that had ever been referred to
2 drug court in its ten-year history. What happened to
3 them, whether they were accepted or rejected, how long
4 they stayed in, started to put dates together.

5 And from that I started to design an Access
6 database that I was seeking to get funding and it turned
7 out to be very, very complicated to put that database
8 together and to get funding for it. And was not
9 successful before my employment with the courts ended.

10 But that's probably the most complex. There was
11 a lot of things I hadn't done. I got statistical software
12 to where I could start showing people what information we
13 had, what we could do with it. Designing an Access
14 database, I had never done before.

15 But I had to get enough of it designed, get a
16 basic framework to where I could go to somebody that did
17 such things, to where they could design it. I had to do
18 that to be able to try to sell the idea to our
19 collaborative partners and to get the information. And it
20 had to be done in order to seek funding.

21 Before I started writing, I did a lot of
22 research of -- from foundations and other funding
23 agencies, and were writing basically grants, letters of
24 proposal to funding agencies, trying to seek funding to
25 get that database built, so we could start using it.

1 And due to administrative issues, basically
2 accounting, lack of accounting staff in the court, they
3 cut off all grant applications of every kind,
4 unfortunately, so I wasn't able to keep plodding along
5 until I found a funder.

6 PANEL MEMBER SPANO: Okay. Based on your
7 experience, what similarities and differences do you
8 foresee working on the Commission compared to your
9 experience, such as working with the Family Resource
10 Centers, Youth Development and Executive Committee?

11 MR. BANTA: Definitely more high profile. I
12 mean, all meetings in public. We invite the public but --
13 more work in Sacramento, more work on the road. I see
14 that as a difference.

15 Things like communicating with the public,
16 working with a team, collaborating, those types of things
17 I think would be very similar.

18 So, between my experience, you know, in school,
19 working in restaurants, my 40 pages of other part-time
20 jobs, working with Strategies, working in the courts, I
21 had three different positions in the court, doing the
22 economic and demographic research I did with Regional and
23 Economic Sciences.

24 Between all of those things, I think that being
25 a Commissioner would pull from all of that history, all of

1 that experience, and all of the skills I've developed in
2 that time.

3 PANEL MEMBER SPANO: How would you apply your
4 economic and regional analysis, and statistical analysis
5 and experiences to the Commission work?

6 MR. BANTA: Well, hopefully, we'd have the staff
7 members be able to do a lot of the statistical work. And
8 I'm guessing they would be prepared to do that.

9 Asking questions in a particular way is very
10 important. You want to be able to ask questions in a
11 neutral way that elicits as much as a full response, as
12 possible.

13 Continuing to get the information you need and
14 being persistent. A part of my job, when I was
15 supervising these telephone surveys, part of my job was to
16 get people back on the phone that decided not to finish a
17 survey. And say, okay, hey, you know, thank you very much
18 for completing three-fourths of this survey, can I just
19 ask you these last five questions so we can include your
20 information in the database, letting people know that they
21 information they have is important to us and valuable.

22 I would think what I talked about earlier, as
23 being able to recognize gaps in information, gaps in
24 procedure, and things that we may need to develop a
25 procedure for. All of those types of things would be

1 beneficial in the role of a Commissioner.

2 PANEL MEMBER SPANO: Thank you. What duties --
3 while you were at the Butte County Superior Court, what
4 duties required you to work with diverse groups? Was the
5 telephone survey one of them?

6 MR. BANTA: No, that was with Regional and
7 Economic Sciences.

8 PANEL MEMBER SPANO: Oh, okay.

9 MR. BANTA: I don't think we ever did a survey.
10 Basically, there was the public. I started out there as
11 an office assistant and I think about a year later was
12 administrative services assistant.

13 But I worked directly for court administration,
14 the court executive officer and for the judges.

15 PANEL MEMBER SPANO: Uh-hum.

16 MR. BANTA: And part of the job was to make sure
17 that phone gets answered between eight o'clock and five
18 o'clock no matter what. You don't know who it's going to
19 be. It could be a crackpot calling up, could be the
20 Supreme Court Justice, you never know, you know, calling
21 for one of the judges.

22 So, that's the kind of range of folks you're
23 dealing with.

24 And so, a lot of times it was fielding calls
25 from people that had complaints, people that walked into

1 the courthouse and had a complaint about one of the
2 judges, or how the court was operating. Many of the times
3 I was the person that went out there and talked to them
4 and, you know, listened as intently as I could to figure
5 out exactly what their complaint was, let them know that I
6 would follow up with this and that I would get back to
7 them.

8 So, that's generally, I mean, the bulk of the
9 people that I worked with in the court were court
10 personnel, either with Superior Court of Butte County or
11 courts, you know, throughout the State. Or people with
12 the Administrative Office of the Courts or Judicial
13 Council in San Francisco.

14 So, that was the bulk of the people but, again,
15 we also worked with Juvenile Delinquency Prevention
16 Commission, we posted their meetings. I published and
17 sent out agendas for kind of educational meetings that one
18 of our judges liked to have a lot.

19 PANEL MEMBER SPANO: I'm sorry, what was that?

20 MR. BANTA: I said I published agendas and sent
21 out information --

22 PANEL MEMBER SPANO: Okay.

23 MR. BANTA: -- about educational meetings that
24 one of our judges used to have.

25 PANEL MEMBER SPANO: Okay.

1 MR. BANTA: And I'm trying to think of other
2 groups we worked with.

3 One of the fine women I'm working with now, up
4 at the Family Research, she's now the volunteer
5 coordinator at the agency I work for.

6 She was the first coordinator for the CASA
7 program, Court Appointed Special Advocates, so I helped
8 her get started in what she was doing, helped her do all
9 the forms that she needed to help that program get off the
10 ground.

11 I'm trying to think. I was a maintenance guy.
12 I wasn't the one doing the maintenance, but I was the guy
13 that -- I worked with the county maintenance personnel,
14 anytime anything in the courthouse needed to be fixed. I
15 monitored the security lock system, I worked with the
16 deputy sheriffs.

17 Again, when I was in drug court I was working
18 with everybody from, you know, drug addicts that were in
19 drug court, up to the judge, you know, including the
20 probation department, sheriff's deputies, district
21 attorney, public defender, so --

22 PANEL MEMBER SPANO: You mentioned that you've
23 performed culturally responsive services.

24 MR. BANTA: Uh-hum.

25 PANEL MEMBER SPANO: So, I'm kind of curious

1 what kind of services you delivered? Was this in your
2 capacity at the Butte County Superior Court?

3 MS. HAMEL: Five minutes.

4 MR. BANTA: Kind of. It was not something that
5 was directly addressed in the court, it was more at that
6 time a quest for something that looks like customer
7 service because the court at that time was, I guess,
8 almost notorious for being non-user friendly.

9 PANEL MEMBER SPANO: Why was it --

10 MR. BANTA: But in my current work I have
11 referenced several things. One of them is the Principles
12 of Family Support practice.

13 And there's a little punchable for her,
14 "programs affirm and strengthen families' cultural, racial
15 and linguistic identities and enhance their ability to
16 function in a multi-cultural society."

17 These are principles that we teach when we're on
18 the road, doing our training.

19 Part of -- one of our core values is one that we
20 respect, practice and incorporate those family support
21 principles. We value the importance of delivering
22 culturally responsive services in our working agreements.

23 These are what I was referring to. "Team
24 members will continually work to improve their ability to
25 deliver culturally responsive services."

1 We've embraced an approach to cultural
2 competence and culturally efficiency, what's known as the
3 inside out approach. And what that basically means is
4 that we're looking at ourselves, we're not looking at
5 diversity or different cultures as something to be cured
6 or dealt with, or problematic.

7 What we're doing is looking inside ourselves,
8 recognizing our own culture and how that culture affects
9 how we interact with other individuals. And that's why we
10 have -- we just started a new workshop last year, and
11 called "Diversity and Inclusion," that helps promote that.
12 And we will be doing -- we do that throughout the State.

13 And we also have, we discuss cultural competency
14 issues and proficiency issues frequently.

15 PANEL MEMBER SPANO: Okay.

16 MR. BANTA: It's on our weekly agenda at our
17 local staff meeting, and there's always a discussion at
18 our statewide meetings.

19 PANEL MEMBER SPANO: Okay. You know, I'm not
20 sure if I asked you this or not, yet.

21 Describe a situation making decisions
22 demonstrating your willingness to set aside any strong
23 views or biases?

24 MR. BANTA: My only very strong view is -- has
25 to do with personal philosophy, which is utilitarian in

1 nature, but is also flexible, because I'm looking at
2 activities and behavior that results in a greater amount
3 of happiness.

4 So, it's not -- while not that many people
5 really think about it, it's not really that controversial.
6 Because if it's what's going to contribute to greater
7 happiness in the world we live in, you know, there's few
8 people -- few people to argue with that. I'm trying to
9 think of a --

10 MS. HAMEL: One minute.

11 MR. BANTA: I would have to go back to that
12 example I used with our Support Teams Workgroup, about the
13 quality of our written materials and having consistency in
14 those materials, that's something I feel very strongly
15 about. So, I brought up my concerns, I brought up my
16 reasons, we made some general guidelines, which I follow.
17 I follow stricter guidelines. And kept working on them.

18 You know, and it's not something I rant and rave
19 about, you know, day in and day out, but it's something I
20 continually do for myself and await the next opportunity
21 to help show people how this might benefit our program and
22 our customers.

23 PANEL MEMBER SPANO: Thank you.

24 MR. BANTA: Uh-hum.

25 MS. RAMIREZ-RIDGEWAY: Panelists, do you have

1 follow up questions?

2 CHAIR AHMADI: I don't.

3 VICE CHAIR CAMACHO: I have a few, but I can
4 wait until if you have any questions

5 MS. RAMIREZ-RIDGEWAY: I have several. But it's
6 your call, you're the Panelist.

7 VICE CHAIR CAMACHO: No, that's okay, I can wait
8 for --

9 MS. RAMIREZ-RIDGEWAY: Thank you, I'll try to be
10 quick.

11 VICE CHAIR CAMACHO: Go.

12 MS. RAMIREZ-RIDGEWAY: Is it possible for sexual
13 orientation to constitute a community of interest?

14 MR. BANTA: Yes, certainly.

15 MS. RAMIREZ-RIDGEWAY: So, when you talked a
16 little bit earlier about wanting to see an ideal issue
17 where you take -- talking about the Prop. 8 issue --

18 MR. BANTA: Uh-huh.

19 MS. RAMIREZ-RIDGEWAY: -- where you take, you
20 know, three sections where people voted for it and three
21 sections where people voted against it and mixing it
22 together, does that present any issues in terms of
23 preservation of a community of interest?

24 MR. BANTA: Possibly. And again, I think what I
25 said was I would be more likely to do that than exclude

1 it.

2 And I'm not sure how, you know, what the -- I
3 mean, there's gay people everywhere. So, it's -- you
4 know, and there may be concentrations in certain areas and
5 I wouldn't want to dilute those voices.

6 I don't know what the number of people is or
7 what the ideal number, I mean the specific number of
8 people per district is going to be.

9 MS. RAMIREZ-RIDGEWAY: None of us.

10 MR. BANTA: So, at this point we don't know. I
11 would not want to -- that's a very controversial issue.
12 Again, I would want more discussion of the issue within
13 the region, rather than a representative coming from
14 whatever that district is, saying this is what my -- this
15 is what my constituents believe. I want the
16 representative coming from, you know, that district saying
17 my constituents believe this, this, this and this, and
18 this is what they want. You know, that there's -- there's
19 hoping that they're not just homogenous and of one mind.

20 So, that's what I was getting at. There is
21 certainly potential, especially in a case like that, where
22 that could pit people against each other.

23 But again, if we're -- if we're equally shared,
24 if we have all voices there to share and everybody has
25 their evidence, their opinions, their reasoning behind how

1 they would vote, then we're hopefully going to get an open
2 exchange of ideas and come to a resolution.

3 And I would much rather a representative get
4 that in the district their representing than waste our
5 time in Sacramento arguing about stuff that, you know,
6 they should already have or learning about stuff.

7 Right now, now that we have term limits, you
8 know, we have a lot of people that are going into, you
9 know, the Assembly and Senate that don't have the years
10 and years of experience that some people formerly had.
11 They're relying on a lot of information from others,
12 including special interests and lobbyists.

13 So, I would want them to get as much information
14 and knowledge as they could from their districts, so they
15 do not have to spend as much time, once they're in
16 Sacramento, discussing the issues with each other.

17 So they can say, okay, this is what my -- the
18 majority of my district favors this, you know, proposal A
19 and these are the reasons they've given me, so they can
20 lay those out on the table and come to, you know, quicker
21 decisions.

22 MS. RAMIREZ-RIDGEWAY: Okay. How important is
23 the diversity of the Citizens Redistricting Commission
24 to -- in getting the public to participate in these
25 hearings you'll hold everywhere?

1 MR. BANTA: I would think it's very valuable.
2 Unfortunately, it would be really nice if it was 120 or
3 150 people, they probably wouldn't be able to get any work
4 done.

5 But I think it's very critical if you're an
6 Hispanic person and you go into a public meeting, talking
7 to people that are supposed to be representing your views
8 and making districts for you, and there's no Hispanic
9 people in the room, you're the only one, then you're not
10 going to feel as comfortable talking about your views,
11 you're not going to feel as supported.

12 And so I think it is very crucial. I think,
13 especially, again, going back to the socioeconomic
14 situation, I think that is very crucial because I think
15 there are people that make much higher incomes, that
16 really do not have a firm understanding of what it means
17 to grow up in poverty, to be in poverty, to struggle from
18 day to day just to make sure your bills are paid every
19 day.

20 And they can say they do, they can read a book,
21 but a lot of times, unless they've been there, they don't
22 really understand as well as they could.

23 And when somebody goes into a room, I think it's
24 going to be critical that they see a mix of people.
25 Maybe, you know, I'm Hispanic, I walk in there, maybe I

1 don't see a Hispanic person, you know, but I see an Asian
2 person, I see an African American person, you know, I see
3 men, I see women, I know that I'm dealing with a wider
4 group.

5 I mean, not everybody is -- it doesn't -- not
6 everybody is open minded and accepting of all people, so
7 there is prejudice and preconceived notions, you know,
8 across the board.

9 You know, so I think the -- I think that's very
10 important because I think that's what it's going to come
11 down to, people are going to need to feel welcome to be
12 able to do into those meetings.

13 And when you feel like you're the only one
14 there, you know, sometimes that's very difficult.

15 MS. RAMIREZ-RIDGEWAY: That actually dovetails
16 perfectly into the next question that I was going to ask
17 you.

18 MR. BANTA: Okay.

19 MS. RAMIREZ-RIDGEWAY: And I don't mean to pry
20 too personally into your life's history, but you talked
21 about how you were one of the few poor children --

22 MR. BANTA: Correct.

23 MS. RAMIREZ-RIDGEWAY: -- at your high school,
24 which was pretty affluent.

25 MR. BANTA: Right.

1 MS. RAMIREZ-RIDGEWAY: And I wondered what that
2 felt like for you and whether you learned anything from
3 that experience that you could apply to being a
4 Redistricting Commissioner?

5 MR. BANTA: It was college.

6 MS. RAMIREZ-RIDGEWAY: I'm sorry.

7 MR. BANTA: Not high school. And, you know,
8 it -- things would bother me. It took me a yard sale to
9 get to college, it was like the whole family donating
10 stuff like that. I knew that I was one of the few kids
11 there that were like that.

12 When I showed up on campus, we learned that one
13 of the orientation activities was going to the President's
14 home, the University, the College President's house for
15 dinner. And I didn't have any nice shoes. My dad went
16 out and bought me some shoes, and they were the most God
17 awful, tackiest vinyl things you'd ever wear, and I was
18 not pleased to be wearing them, anyway, and going into the
19 situation.

20 I think probably the worse it ever felt was that
21 very first
22 Thanksgiving, when I didn't have enough money to go home,
23 and it was like I was the only person on campus, you know,
24 through all of Thanksgiving break.

25 So, there were times when, you know, not having

1 a lot of money were difficult, but I know that it's
2 broadened my perspective. Living in poverty teaches you a
3 lot of things that I would not know if I didn't -- I
4 hadn't been through that experience. You know, I can live
5 on pennies, I can eat cornmeal mush in 15 different ways.
6 I can rebuild a transmission or an engine on a car. You
7 know, I can change my oil, all those types of things that
8 you're kind of forced to either do on your own or they
9 don't get done.

10 So, I think that's very beneficial because I
11 understand. Again, we're talking about half of
12 California, that's personal income.

13 So, I guess, the median for households is around
14 68, 68, somewhere in there. Which is, I would think, a
15 fairly comfortable household.

16 Yeah, just being through that experience I think
17 helps me understand where people are coming from.

18 And I'm not sure if I've answered all of your
19 question.

20 MS. RAMIREZ-RIDGEWAY: No, you have.

21 MR. BANTA: Okay.

22 MS. RAMIREZ-RIDGEWAY: Mary, why don't you go,
23 go ahead.

24 MR. BANTA: Okay.

25 VICE CHAIR CAMACHO: Okay. One of the answers

1 that you provided to Kerri's questions about ethnic
2 communities and if they're more important, I just want to
3 follow up with that and wanted just a little bit of
4 clarification.

5 MR. BANTA: Okay.

6 VICE CHAIR CAMACHO: If you were a Commissioner
7 and you were drawing these district lines, would ethnic
8 communities be of interest to you, as a Commissioner? And
9 if so, why?

10 MR. BANTA: They would be if people in that
11 community said that was of interest to them. So that
12 would not be -- I do not automatically base a decision on
13 ethnicity that would not, from the get-go, be a community
14 of interest.

15 If the people in that community expressed that,
16 hey, this is important to us, this is what we believe,
17 this is who we are then, then it would be important to me
18 and I would place much more emphasis on it that way.

19 If that's something -- I mean, I might look at a
20 community and I'll say, hey look, there's an Asian
21 community. And you go into that community and start
22 talking to people, if they don't identify themselves as an
23 Asian community, then I don't see a reason to identify
24 them that way and treat them specially or differently.

25 Does that answer the question?

1 VICE CHAIR CAMACHO: Yes. Yes, I'm clear.

2 Yeah, that clarifies that for me.

3 MR. BANTA: So, it's the community, you have to
4 talk to the people.

5 MS. RAMIREZ-RIDGEWAY: Are there any additional
6 questions from the Panel?

7 PANEL MEMBER SPANO: No.

8 CHAIR AHMADI: No.

9 MS. RAMIREZ-RIDGEWAY: You have about five
10 minutes, if you care to -- if you wish to make a closing
11 statement?

12 MR. BANTA: I just wanted to thank you very much
13 for the opportunity. I congratulate you on a job well
14 done. I'm glad you're still awake right now. And you've
15 just started, right, I mean as far as you've got another
16 month or so.

17 CHAIR AHMADI: About five more weeks, I guess.

18 MS. RAMIREZ-RIDGEWAY: Yeah, we have five weeks.

19 MR. BANTA: Of interviews to go. So, hang in
20 there.

21 CHAIR AHMADI: Thank you.

22 PANEL MEMBER SPANO: Thank you.

23 MR. BANTA: So, should be grueling, but I wish
24 you well on your interviewing and as you continue to
25 deliberate. I hope you do keep in mind, and then I know

1 this is somewhat self-serving but, you know, since I'm in
2 that rural community, low socioeconomic level, but I hope
3 you do pay attention to that and are able to make sure
4 that those groups that the 120 remaining applicants have
5 been split into, that none of those groups, you know, are
6 totally excluded from the process.

7 Because there's several -- I mean, when the
8 Legislature has, you know, eight votes per category,
9 there's a chance that some segment of our State is going
10 to be disenfranchised.

11 So, I hope that doesn't happen.

12 MS. RAMIREZ-RIDGEWAY: Thank you so much.

13 MR. BANTA: Okay, thank you.

14 PANEL MEMBER SPANO: Thank you.

15 VICE CHAIR CAMACHO: Thank you.

16 MS. RAMIREZ-RIDGEWAY: Thank you so much for
17 coming to see us.

18 We will be in recess until 9:14 tomorrow.

19 (Whereupon the hearing was recessed)

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